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ABSTRACT

This guide is divided into four parts. Part I, an introduction, contains a discussion of why item banking has failed thus far to become a widely accepted procedure for test development, as well as some miscellaneous information on item banking that may be useful. In Part 2, completed questionnaires from 22 organizations with item banks give information about content and size of the banks, services available from the sponsoring organization, etc. The results of an item bank telephone survey with representatives of state departments of education are presented in Part 3. Finally, in Part 4, several of the problems associated with item banking and item classifications are discussed, and possible solutions are offered. (Author/RL)

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A Guide to ITEM BANKING in Education

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Prepared by:

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Evelyn J. Brzezinski

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Portland, Oregon 97204

For the:

10th Annual Conference on
Large-Scale Assessment

June 10, 1980

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Acknowledgements

Parts of this paper were developed originally as a contract product for the Shasta County Schools of Redding, California. The Shasta County Schools made arrangements with the Contracted Services Unit of the Northwest Regional Educational Laboratory's Assessment and Measurement Program to provide a large number of basic skills test items which could be used to develop instruments for use within the County's districts. The authors would like to acknowledge the contribution of the Shasta County Schools toward advancing the art of educational item banking.

We would also like to thank Bill Padia and staff at the California Department of Education, John Fremer and staff at Educational Testing Service, Bob Rentz of Georgia State University, Ron Hambleton at the University of Massachusetts, Joanne Lenke of Psychological Corporation, Ed Roeber and Sharif Shakrani of the Michigan Department of Education, the staff of the National Assessment of Educational Progress, and Bill Gattis of Tandy Corporation for the useful discussions which led to the conceptualization of the strategies described in this paper. Further recognition is due NAEP and the Michigan and California Departments for the valuable assistance they have provided state and local education agencies by releasing pools of high quality test items.

Finally, thanks are due to Suzanne Hiscox for her helpful comments and editorial assistance and to Barbara Hejtmanek for her efficient production assistance.

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PART 1

An Introduction to Educational Item Banking

Michael D. Hiscox

A Guide to
ITEM
BANKING
in Education

AN INTRODUCTION TO EDUCATIONAL ITEM BANKING

This document provides one of the most disjointed sets of information you are ever likely to encounter. We have results of a mailed questionnaire; we have results of a telephone survey; we have results of an ERIC search; we have hearsay. We give you specific information--names, phone numbers and so forth--and we give you philosophical discourse. We even have a new theory for you. But if the document is varied, it is concise compared to the topic of item banking itself. Over the past year, we have been involved in the development of a major item bank for a county in northern California. As a sideline to that work, we have explored the status of other item banks around the country (and, to some extent, around the world). The scope of item banking is startlingly broad. This paper is intended to share as much as possible of what we have learned.

The remainder of this Introduction contains a discussion of why item banking has failed thus far to become a widely accepted procedure for test development. The introduction also contains some miscellaneous information on item banking that some readers may find useful. In Part 2 of the paper, completed questionnaires from 22 organizations with item banks give information about content and size of the banks, services available from the sponsoring organization, etc. The results of an item bank telephone survey with representatives of state departments of education are presented in Part 3. Finally, in Part 4, we discuss several of the problems associated with item banking and item classifications and offer the possible solutions which we adopted in our own item banking work.

Problems with Widespread Use of Item Banks

As we were putting together this guide, we came to the realization that we knew as much about item banking as most people, and that that wasn't enough to feel comfortable with the current situation. What you will learn from this guide is that there are substantial numbers of item collections. What you won't be able to detect is the diffuse nature of the science (or art) of item banking.

Item banking is not a new idea; if anything, it's on its second try as an important idea. Currently, a hundred or so people are working on what apparently are sizable, potentially useful educational item banks. The last two years have seen significant efforts in bank development. The work proceeds, but largely in isolation.

Yet the number of item banks available for efficient, low cost, day-to-day use is small. Professionals can't find five or ten good item banks to recommend to districts for low cost test development efforts. And few districts can rely on item banks to replace day-to-day test item development.

The state of affairs in item banking is disconcerting--many diverse efforts have led to few easily disseminated, generalizable products. Thus, all is not rosy in the world of item banking. And few, if any, people completely understand why the situation is the way it is.

* * *

When in doubt, one can always resort to an analogy. And, fortunately, the comfort to be gained is not necessarily related to the quality of the analogy. This habit of looking for obscure analogies to explain life (picked up, no doubt, during the Ford Administration) leads us to the little-known (and somewhat tongue-in-cheek) "Grocery Bag Theory of Item Bank Development"--the GBTIBD for short.

When you go to your friendly, local, ten million dollar a year gross, neighborhood grocery store, you receive, with your purchase, a valuable and necessary commodity: a paper grocery bag. The grocery bag you receive is a fine product, the result of much careful study and development. In addition, the bag is tailored to your needs; you will receive a small light bag for a light load, a large, heavy one for heavier duty. In most cases, the bag works admirably, although when used improperly the outcome can be damaging. And while we generally blame the construction of the bag for such failures (instead of our foolishness in grabbing six dozen cans of Hungry Dog by the top of the bag) we continue to rely on the paper grocery bag as our means of bringing our groceries home.

Once home, the grocery bag has completed its task; it sits empty on the counter. Let's inspect it. In the majority of cases, the utility of the bag is undiminished by its previous use. In fact, you've done a little preliminary screening--the obviously defective bags are easily noted; the remainder of them are sound bags which can be counted on for future use. Future use? Well, that brings us up against several problems.

What do you do with your grocery bags? The odds are that you either:

1. Throw them away after the first use, figuring that it's more trouble to keep them than they're worth, or

2. Place them on a shelf somewhere, stored until the next time you or your neighbors need bags of that type.

What you generally don't do is to give them back to the grocery store. Yet your used grocery bags are perfectly serviceable, and it seems a waste to produce a new bag each time one is needed. But that's generally the way it is. After all, the store probably doesn't have a good way to integrate the new bags needed with the old ones returned--slightly different sizes, lack of people to do the sorting and so on. Besides, a substantial proportion of the store's customers might object to receiving a grocery bag already used by someone else.

Of course, occasional grocery stores do collect the bags, taking a customer's previously used bag in exchange for a different one. This different bag will perhaps be a different size and weight, being selected to meet the customer's immediate need. Obviously, all the used bags given out are reasonably functional; if a bag is found to be defective it will be removed from the pool of bags. While the reuse of these grocery bags results in an obvious cost savings to someone, the store itself must accept some initial work. It must provide the first stock of bags, screen returned bags, inform customers of the bag exchange policy, keep the available supply of bags consistent with demand, and establish procedures to credit customers returning bags to the pool. Store employees must be knowledgeable about the collection and distribution of the shopping bags. The store must establish ways of classifying the bags and of integrating newly received bags into the existing supply. All things considered, the task of reusing grocery bags is certainly possible, but it is by no means trivial.

Is the effort worth it? Obviously, reusing grocery bags seems a sound idea; no sense in throwing away perfectly good bags just so we can cut down another tree. But on the other hand, setting up and maintaining a functioning system for reusing the grocery bags causes difficulties. Indeed, only a limited number of stores have gone to the trouble of establishing sound methods for the collection of bags. Further, existing collection systems are scattered and little publicized. Can you name a grocery store near you that reuses its bags? And if not, can you be certain that there aren't any?

All in all, what we have is a good idea--reusing grocery bags--that has some problems associated with its implementation. Because of the problems, implementation has not been all that widespread. And, in turn, because of limited use, the overall impact of the idea has not been all that great.

* * *

As is probably obvious, setting up educational item banks is much like reusing grocery bags. Item banking is an appealing idea which, because of difficulties in implementation, has failed to produce the benefits inherent in the concept. The following paragraphs follow the analogy a bit further and will, it is hoped, help to explain why item banking is not universally an unmitigated success.

1. A grocery bag is a very useful product. So is a good test item. And just as the bag received much careful consideration on the way to its final form, so has the test item (assuming it is a quality item). When put to an appropriate use, both the bag and the test item are effective products.

2. But both the bag and the test item can be used improperly. The bag can tear if overloaded, and the item can fail to function properly (or worse) if put to an inappropriate use. Just as we often blame the bag when our groceries hit the pavement, the test item, rather than the person who put the item to use, is often viewed as the culprit in a poor test.

3. Yet in spite of potential misuse, the paper grocery bag is still the best available means of transporting groceries, and the test item is still (in many situations) the most efficient method of ascertaining student skills.

4. A grocery bag is basically undiminished by use. A test item is even better after use. The expression "better than new" applies very strongly to test items, for a used item is clearly better than an untried item. Just like the grocery bag, each additional use adds a built-in screening function; the user asks, "Based on this recent trial, is this item (or bag) suitable for future use?"

5. Even so, many people throw away their bags, and many people as much as throw away their test items. The items were needed for one use, and that's what they receive. These users don't have a good way to store and retrieve the items, so they are not used again.

6. Other groups store the items on a shelf, and thus have a bit of a supply for their own use and that of their neighbors. But like the shelf full of grocery bags, the supply is likely to be small, it may lack the necessary variety, and it may take time to find the right item.

7. But how can the situation be changed? The obvious collection and distribution point for grocery bags would not be an individual, but rather the grocery store. Likewise, an individual user of test items is rarely the best collector of test items. A larger organization, with a greater flow of items, would be preferred. But it is not just a matter of assigning the responsibility, for personnel have to be trained and systems for collecting and distributing items have to be established. Establishing an item bank is in many ways easier

than effectively disseminating and maintaining it. The item bank developer must obtain the initial item supply, make certain the needed topics are covered, classify incoming items, charge for outgoing items, and in general keep the quality of the item bank high.

8. But in spite of the fact that the number of item banks is growing, their efficient distribution is often somewhere in the future. Unless you happen to have shopped at a store that reuses its grocery bags, you might not have known about its policy. And if you didn't already have some contact with an organization housing an item bank, you might not have found out it existed. The number of "local" item collections is several times larger than the number of "national" collections. Unfortunately the local collections, in some ways more useful to test developers, are poorly publicized.

* * *

Part 4 of this paper discusses problems with the organization and aggregation of item banks. Those problems are substantial and limit the utility of the item banks that do exist. But that issue differs from the one illustrated with the grocery bag analogy.

That issue is simply, "Why are we still writing additional test items?" In spite of the fact that this guide will tell you of the existence of several hundred thousand items, people continue to develop more.

There are a variety of reasons why reliance on item banks is not yet viable for test construction. A major part of the problem rests with inadequacies in the banks themselves. And although the situation is improving with substantial improvements expected within the year, the benefits of item banking are not yet obvious to all of the country's potential test item writers.

Yet even more impressive benefits could accrue if agencies or school districts contemplating test item development would spend fifty cents of their test development dollar to improve and utilize existing item collections to meet their specific needs. The first groups to choose the item banking alternative will have a number of problems to solve. But their fifty cent investment will probably result in a dollar's worth of work for a quarter the following year. The year after that, ten cents devoted to operating and maintaining an item bank should provide the dollar's worth of value. Eventually, high quality tests can be constructed routinely from a comprehensive item bank, providing for a few dollars the kind of tests which previously cost tens of thousands of dollars to develop. By then, the proliferation of test items will gently coast to a halt, as item banking realizes its potential role in educational measurement.

Other Information on Item Banking

There is a small amount of information about item banking which we felt we would be remiss in not mentioning, but which does not fit into any of the other sections of this guide. We have thus set aside this short segment for informal mention of several subjects which may be interesting.

* * *

The surveys presented in the Guide cover the United States in substantial detail, cover Canada less well, and essentially ignore the remainder of the world. This slight is unfortunate since some other countries are devoting considerable work toward item banking. Indeed, from several points of view, the work done by the British and the Australians is as thorough as most any to be found in the states. Further information on these banks can be obtained from:

Clare Burstall, Bruce Choppin, or A. S. Willmott
National Foundation for Educational Research
The Mere, Upton Park
SLOUGH, Berks SL1 2DQ

John Foyster
Australian Council for Educational Research
Frederick Street
Hawthorn, Victoria 3122

There are also assorted item banks in New Zealand, the Netherlands, India, Belgium and probably a dozen other countries. Some of the countries have established what amount to national item banks, a concept which has not received much support in the United States.

Now that the international flavor of item banking has been established, one should be aware that the initial steps are being taken toward consideration of an international item bank. Early this year, representatives from several countries met in England to hold preliminary discussions. Whether this attempt at international cooperation will be found to be fruitful will have to await additional meetings. Professor W. James Popham of UCLA was selected to represent the United States at the initial meeting.

Speaking of Dr. Popham, those interested in item banking should be aware of the work being done by one of Dr. Popham's research assistants. Under his direction, Ms. Diane Rauzin-Orenstein is conducting a survey on item bank utilization in an attempt to determine what item bank users find to be the uses, strengths, and weaknesses of existing banks. Ms. Orenstein's work should be completed soon; she can currently be contacted through Dr. Popham's office at the UCLA Department of Education.

No doubt other graduate students are investigating various other aspects of item banking. One student, Susan Bell, has done substantial investigation of the measurement aspects involved with item banking. Working with Dr. Ben Wright at the University of Chicago, Susan, in addition to her doctoral work, and her colleagues can provide a substantial service by assisting would-be item bankers with Rasch calibration of their items.

It is not clear how or why Rasch calibration and item banks became so closely tied in educational testing, but that appears to be what has happened. Few people would debate the utility of calibration data as one of a number of elements to consider in selecting items from a bank, but there is still considerable question in many minds whether a Rasch difficulty value should be of paramount importance in constructing, publicizing, or using a bank. For those who are convinced, the Item Bank Data Sheets will show which of those banks listed have Rasch calibrations available.

Another issue related to item banking is whether construction of a test through item selection yields as good a test as results from development of a test through elaborate item specifications. Knowledgeable people have advocated both sides of the argument. Obviously, the discovery that simple selection of appropriate items by qualified people gives a high quality test advances the cause of item banking, yet it goes against the procedures specified by those regarded as experts in criterion-referenced testing. Empirical studies to resolve this question are possible and should be performed in the near future.

Many of the item banks you will find referenced in this guide are not commercial ventures. While the publishing companies, Los Angeles County Schools, the Northwest Evaluation Association and a few others are able and eager to sell their item banks (or tests produced from them), the majority of the banks were not prepared with widespread dissemination in mind. If you use this guide to locate items for your own use, please keep in mind that it will take the time and resources of the banking agency to answer your requests. Not all agencies have prepared materials describing their banks, so requests made to agencies should be easy to respond to and should not require lengthy explanations.

In our experience, most of the non-commercial item banks have been organized by one or two hard-working people who would be delighted to share their efforts, but who may not have an efficient means of distributing their work. Reproduction of a large item collection could cost several hundred dollars in copying costs alone, not to mention staff time. The point is that many of the groups listed in Part 3 of the Guide as having item banks are not going to be able to simply mail out copies of the bank, even if they would like to. Potential users will have to work cooperatively with the agencies to determine what can be made available and at what cost.

For example, you will learn in Part 4 that the Northwest Regional Educational Laboratory has established a 20,000 item basic skills item bank. We would like to make this bank available for the cost of reproduction to agencies which could use it properly to construct objective-referenced tests. However, NWREL is one of those groups referred to above that does not yet have an efficient means of distributing the bank. Nevertheless, we have good intentions about making this bank available, and potential users are welcome to contact us regarding our success in finding resources to put the bank into disseminable form.

Finally, we are not signing up to be an official clearinghouse for item banking information, but neither do we want people to repeat work that has already been done. For example, as a result of NWREL's previous item banking work, the results of two ERIC searches are available from the authors upon request. Those with access to the ERIC retrieval system can duplicate the searches by crossing "item banks" with "test construction" and "item banks" with "computers". Thus, if you have a question related to item banking, you should feel free to contact us. By the same token, we would appreciate receiving available information on your own item banking exploits.

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PART 2
Compilation of Item Bank Data Sheets

Michael D. Hiscox
Suzanne B. Hiscox
Joy M. Martin

A Guide to
ITEM
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in Education

COMPILATION OF ITEM BANK DATA SHEETS

Last year at the 1979 NAEP Conference, we presented a paper titled "Item Banks--Where Are They?" That paper included results of a survey in which questionnaires were sent to 48 organizations which were known to have item banks or were believed to have them (based on an ERIC review). Data sheets were returned for 21 item banks. Those 21 agencies, plus a few others added to the mailing list over the past year, were contacted again in April 1980 to see if there was any new information about their item banks which should be reported. For most of the banks, there was no new information. The completed questionnaires for all the banks located through this survey appear in this part of the paper. The mailing of persons and agencies we contacted follows the questionnaires at the end of this section.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Achievment Test Item-Data Bank

For information about the bank contact:

Name Harold F. Bligh
Title Principal Research Investigator
Organization The Psychological Corporation
Street 757 Third Avenue
City New York State New York Zip 10017
Phone: Area code 212 Number 888-3331

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within our organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☒	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☒	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☒	☐	printing of test materials
☐	☒	☐	test scoring services
☐	☒	☐	development of individual student profiles
☐	☒	☐	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test *) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☒ YES (minimum cost *) ☐ NO
☐ NOT APPLICABLE

*To Be Decided

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis				X	X	X	X		
	Structural Analysis					X	X	X		
	Vocabulary				X	X	X	X	X	
	Comprehension				X	X	X	X	X	
	Reading Readiness				X					
	Reference (Study) Skills					X	X	X		
	Auditory Discrimination				X	X				
	Reading Rate						X	X	X	
	Skimming and Scanning						X	X		
MATHEMATICS	Computational skills				X	X	X	X	X	
	Concepts				X	X	X	X	X	
	Problem Solving (Application)				X	X	X	X	X	
	Geometry				X	X	X	X	X	
	Calculator Math									
	Measurement				X	X	X	X	X	
LANGUAGE ARTS	Grammar					X	X	X	X	
	Usage					X	X	X	X	
	Mechanics					X	X	X	X	
	Foreign Language (specify: ______)									
	Composition									
	French) Reading Comprehension						X	X		
	Spanish) Writing						X	X		
	German) Proficiency						X	X		
OTHER	Auditory Vocabulary				X	X	X			
	Listening Comprehension				X	X	X			
	Science				X	X	X	X		
	Social Studies				X	X	X	X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Adult Performance Level (APL)

For information about the bank contact:

Name Fannie A. Handrick, Ed.D.
Title Director
Organization American College Testing Program
Street 2201 North Dodge
City Iowa City State Iowa Zip 52243
Phone: Area code 319 Number 356-3849

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☒ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☐ content review to establish appropriate grade levels or age levels
- ☐ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☒	☐	printing of test materials
☐	☒	☐	test scoring services
☐	☒	☐	development of individual student profiles
☐	☒	☐	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test 5,000) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

- ART
- PHYSICAL EDUCATION
- HOME ECONOMICS
- INDUSTRIAL EDUCATION
- HEALTH
- BUSINESS EDUCATION
- MUSIC
- CAREER DEVELOPMENT
- CONSUMER SKILLS
- BASIC LIFE SKILLS
- LITERATURE
- AFFECTIVE MEASURES
- DRIVER'S EDUCATION
- LISTENING SKILLS
- SPEAKING SKILLS
- CHEMISTRY
- BIOLOGY
- PHYSICAL SCIENCE
- GOVERNMENT
- CITIZENSHIP
- U.S. HISTORY
- WORLD HISTORY
- GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis ______									
	Structural Analysis ______									
	Vocabulary ______									
	Comprehension ______									
	Reading Readiness ______									
	Reference (Study) Skills ______									
	______									
	______									
MATHEMATICS	Computational skills ______									
	Concepts ______									
	Problem Solving (Application) ______									
	Geometry ______									
	Calculator Math ______									
	______									
	______									
LANGUAGE ARTS	Grammar ______									
	Usage ______									
	Mechanics ______									
	Foreign Language (specify: ______)									
	Composition ______									
	______									
	______									
OTHER	APL Areas: Community Resources,							X		X
	Occupational Knowledge,									
	Consumer Economics, Health,			24						
	Government & Law									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) ALASKA OBJECTIVES AND ITEM BANK

For information about the bank contact:

Name Michael D. Hiscox
Title Research Specialist
Organization Northwest Regional Educational Laboratory
Street 710 S.W. Second Avenue
City Portland State Oregon Zip 97204
Phone: Area code 503 Number 248-6855

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☒ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers (5%)
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☒ collected from other sources (5%)

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☐ editing based on reviews by technical personnel (forthcoming)
- ☐ editing based on technical data (forthcoming)
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☒	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☒	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☒	☐	printing of test materials
☐	☒	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☒	☐	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☒ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☒ NO
☐ NOT APPLICABLE

· OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

- ART
- PHYSICAL EDUCATION
- HOME ECONOMICS
- INDUSTRIAL EDUCATION
- HEALTH
- BUSINESS EDUCATION
- MUSIC
- CAREER DEVELOPMENT
- CONSUMER SKILLS
- BASIC LIFE SKILLS
- LITERATURE
- AFFECTIVE MEASURES
- DRIVER'S EDUCATION
- LISTENING SKILLS
- SPEAKING SKILLS
- CHEMISTRY
- BIOLOGY
- PHYSICAL SCIENCE
- GOVERNMENT
- CITIZENSHIP
- U.S. HISTORY
- WORLD HISTORY
- GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	ITEMS	Pre School (0-4)	GRADE LEVEL (AGE) K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	A
READING	Phonetic Analysis	29/41*	700		X	X				
	Structural Analysis	12/12	300		X	X	X			
	Vocabulary	10/17	500		X	X	X			
	Comprehension	24/38	450			X	X			
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills	20/99	950		X	X	X			
	Concepts (under development)				X	X	X			
	Problem Solving (Application)	8/44	650			X	X			
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ______)									
	Composition									
OTHER	*Second number shows number of									
	performance indicators									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Labor
710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) BELMONT STANDARDS TEST SYSTEM

For information about the bank contact:

Name Michael D. Hiscox
Title Research Specialist
Organization Northwest Regional Educational Laboratory
Street 710 S.W. Second Avenue
City Portland State Oregon Zip 97204
Phone: Area code 503 Number 248-6855

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☐ review to verify appropriate content *
- ☐ content review to match items to objectives *
- ☐ content review to establish appropriate grade levels or age levels*
- ☒ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☐ editing based on technical data*
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)*

*These activities are now in progress and will be completed in fall, 1979.

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☒	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☒**	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

**Potential use

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		Pre School (0-4)	GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	16	60		X	X				
	Structural Analysis	12	80		X	X	X			
	Vocabulary	13	120		X	X	X	X		
	Comprehension	14	80			X	X	X		
	Reading Readiness									
	Reference (Study) Skills	18	120		X	X	X	X		
MATHEMATICS	Computational skills									
	Concepts (Number Properties)	60	240		X	X	X	X		
	Problem Solving (Application)	40	160		X	X	X	X		
	Geometry	60	240		X	X	X	X		
	Calculator Math									
	Measurement	60	240		X	X	X	X		
	Rational Numbers	45	180		X	X	X	X		
	Whole Numbers	45	180		X	X	X			
LANGUAGE ARTS	Grammar and Usage	23	100		X	X	X	X		
	Usage									
	Mechanics	19	100		X	X	X	X		
	Foreign Language (specify:)									
	Composition	18	100		X	X	X	X		
	Spelling	6	120		X	X	X	X		
	Speaking Skills	18	120		X	X	X	X		
OTHER	Library Skills	16	120		X	X	X	X		
	Listening Skills	12	100		X	X	X			

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Computer-Generated Chemistry Exam Questions

For information about the bank contact:

Name K. Jeffrey Johnson
Title Associate Professor
Organization University of Pittsburgh
Street Department of Chemistry
City Pittsburgh State PA Zip 15260
Phone: Area code 412 Number 624-5114

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☐ review to verify appropriate content
- ☐ content review to match items to objectives
- ☐ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☒ informal pilot testing (infonnal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☐ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☒	☐	☐	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☒	☐	printing of test materials
☐	☒	☐	test scoring services
☐	☒	☐	development of individual student profiles
☐	☒	☐	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
OTHER	Chemistry		400-item formats					X	X	X
	(items generated by computer prog.)									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,
710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Fountain Valley Teacher Support System in Mathematics
Fountain Valley Teacher Support System in Reading

For information about the bank contact:

Name Richard L. Zweig
Title President
Organization Richard L. Zweig Associates, Inc.
Street 20800 Beach Boulevard
City Huntington Beach State California Zip 92648
Phone: Area code 714 Number 536-8877

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☒ suggested instructional activities
- ☒ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☒	☐	all or most of the bank is available for sale
☐	☐	☐	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☐	☐	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

Math - 50
Reading - 30

☒ YES (minimum number of each test ____) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☒ YES (minimum cost $19.95) ☐ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	Pre. School (0-4)	GRADE LEVEL (AGE) K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	109	218		X	X				
	Structural Analysis	43	86		X	X				
	Vocabulary	55	374		X	X	X	X	X	X
	Comprehension	121	416		X	X	X	X	X	X
	Reading Readiness	61	61	X	X					
	Reference (Study) Skills	100	404		X	X	X	X	X	X
MATHEMATICS	Computational skills		1,262		290	394	578			
	Concepts		146		55	43	48			
	Problem Solving (Application)		132		32	64	36			
	Geometry		447		74	167	206			
	LOGICAL THINKING		58		0	22	36			
	MEASUREMENT		198		53	79	66			
	FUNCTIONS & GRAPHS		91		8	38	45			
	STATISTICS & PROBABILITY		101		0	49	52			
LANGUAGE ARTS	SETS Grammar		239		87	76	76			
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) IER Criterion Referenced Tests

For information about the bank contact:

Name Dr. Sandra Cunningham
Title Director
Organization Institute for Educational Research
Street 793 No. Main
City Glen Ellyn State Illinois Zip 60137
Phone: Area code 312 Number 858-8060

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☒	☐	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☒	☐	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☒ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		Pre School (0-4)	GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	20	160	---	---	---	---	---		
	Structural Analysis	20	160	---	---	---	---	---		
	Vocabulary	40	320	---	---	---	---	---		
	Comprehension	50	400							
	Reading Readiness	20	160							
	Reference (Study) Skills	10	80							
					difficulty					
					level					
MATHEMATICS	Computational skills	40	320							
	Concepts	40	320							
	Problem Solving (Application)	20	160							
	Geometry	10	80							
	Calculator Math	2	16							
LANGUAGE ARTS	Grammar	20	160							
	Usage	20	160							
	Mechanics	10	80							
	Foreign Language (specify: ______)									
	Composition									
OTHER	Writing	70	140							

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Individual Pupil Monitoring System, Mathematics

For information about the bank contact:

Name Edward C. Drahozal
Title Editor-in-Chief, Tests
Organization Houghton Mifflin Company
Street P.O. Box 1970
City Iowa City State IA Zip 52240
Phone: Area code 319 Number 354-5108

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☒ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)--300/grade ? large

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☒	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☒	☐	printing of test materials
☐	☒	☐	test scoring services
☐	☒	☐	development of individual student profiles
☐	☒	☐	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☐	☐	training on writing or selecting objectives and item specifications
☐	☐	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test 35) ☐ NO
☐ NOT APPLICABLE (for regular shelf items)

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☒ YES (minimum cost ?) ☐ NO
☐ NOT APPLICABLE (for special items)

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	Pre School (0-4)	GRADE LEVEL (AGE) K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	60	600+		X	X	6			
	Structural Analysis	77	770+		X	X	6			
	Vocabulary	39	390+		X	X	6			
	Comprehension	75	750+				6			
	Reading Readiness	--SOME PH AND SL ARE CONSIDERED READINESS ITEMS ABOVE AND BELOW								
	Reference (Study) Skills (References)	35	350+		X	X	6	(one objective in Grade 1)		
	Other Study Skills	33	320+		X	X	6			
	Audio and Visual Discrimination	23	230+		X	X	6	(one objective in Grades 4-6)		
MATHEMATICS	Computational skills	175	2550+		X	X	X			
	Concepts	170	2980+		X	X	X			
	Problem Solving (Application)	22	410+			X	X			
	Geometry	63	1140+		X	X	X			
	Calculator Math									
	Measurement (Time, Money, etc.)	12	140+		X	X				
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) Instructional Objectives Exchange

For information about the bank contact:

Name Elaine L. Lindheim
Title Director of Test Development
Organization Instructional Objectives Exchange
Street 10884 Santa Monica Blvd., Suite 305
City Los Angeles State CA Zip 90025
Phone: Area code 213 Number 474-4531

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☐ test items
- ☐ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☐ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
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PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	118			X	X	X	X		
	Structural Analysis	88			X	X	X	X		
	Vocabulary	118			X	X				
	Comprehension	91			X	X	X	X		
	Reading Readiness									
	Reference (Study) Skills	117			X	X	X	X		
	Listening, Oral Expression and Journalism	97			X	X	X	X		
MATHEMATICS	Computational skills									
	Concepts Symbols and Notation	123			X	X	X			
	Problem Solving (Application)	166			X	X	X	9		
	Geometry	300			X	X	X	X		
	~~Calculator Math~~ Algebra	161					8	X		
	Metric Measurement	70			X	X	X			
	Data Relationships	82			X	X	X	9		
LANGUAGE ARTS	Grammar	457			X	X	X	X		
	Usage	74			X	X	X	X		
	Mechanics	74			X	X	X	X		
	Foreign Language (specify: Fr., Span.)	250					X	X		
	Composition	127			X	X	X	X		
	Literature	168					X	X		
OTHER	Business Education	125	750					X		
	Home Economics	115	690				X	X		
	Shop	466	1200		X	X	X	X		
	Social Studies	358			X	X	X	X		
	Natural Sciences	309	450		X	X	X	X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

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8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

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DRIVER'S EDUCATION
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SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									

What we have available are sets of objectives collections, not an actual "item bank." There is one sample item per objective, and so I have only filled in the "Approximate Number of Items" column when the number of items differs from the number of objectives.

OTHER	Music	97			X	X	6			
	Art	56				X	6			
	Health & Physical Education	134	250		X	X	X	X		
	Early Childhood Education	364			Not applicable					
	Affective Measures & Judgment	140			X	X	X	X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) Los Angeles County Test Development Center

For information about the bank contact:

Name John S. Martois
Title Project Manager
Organization Los Angeles County Superintendent of Schools
Street 9300 E. Imperial Highway
City Downey State CA Zip 90242
Phone: Area code 213 Number 922-6304

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statement
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☐ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☒ developed by an outside organization
- ☒ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test /varies by service selected) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		Pre School (0-4)	GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	20	100		X	X	X	X	X	X
	Structural Analysis	15	200		X	X	X	X	X	X
	Vocabulary	20	400		X	X	X	X	X	X
	Comprehension	30	800		X	X	X	X	X	X
	Reading Readiness	15	200		X	X	X	X	X	X
	Reference (Study) Skills	25	300		X	X	X	X	X	X
MATHEMATICS	Computational skills	30	700		X	X	X	X	X	X
	Concepts	40	500		X	X	X	X	X	X
	Problem Solving (Application)	25	500		X	X	X	X	X	X
	Geometry	20	200		X	X	X	X	X	X
	Calculator Math									
LANGUAGE ARTS	Grammar	25	350		X	X	X	X	X	X
	Usage	30	400		X	X	X	X	X	X
	Mechanics	40	750		X	X	X	X	X	X
	Foreign Language (specify: ____)									
	Composition		200		X	X	X	X	X	X
OTHER	Functional Transfer (Life Skills)	75	1000				X	X	X	X

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Multnomah County ESD Computerized Item Bank

For information about the bank contact:

Name Peter Wolmut
Title Director, Evaluation and Research
Organization Multnomah County ESD
Street P.O. Box 16657
City Portland State OR Zip 97216
Phone: Area code 503 Number 255-1841

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☐ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☒ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to goals
- ☒ content review to establish appropriate grade levels or age levels
- ☐ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)--IN THE FUTURE
- ☐ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)--IN THE FUTURE

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO (outside Oregon for certain)	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF GOALS	APPROXIMATE NUMBER OF ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
	All Areas of Reading	100	400		X	X	X			
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
	All Areas of Mathematics	100	400		X	X	X			
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
	All Areas of Language Arts	50	200		X	X	X			
OTHER	Social Science	25	155		X	X	X	X		
	Art (Basic Skills Applied)	10	16					X		
	Industrial Arts (Basic Skills Applied)	6	35					X		
	Science	15	60			X	X	X		
	Health	50	200		X	X	X			

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ________

For information about the bank contact:

Name Jack Schmidt or Vern Achtermann
Title Department of User Services
Organization National Assessment of Educational Progress
Street 1860 Lincoln Street, Suite 700
City Denver State Colorado Zip 80295
Phone: Area code 303 Number 861-4917

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☒ p-values (national, region, sex, race, community size)
- ☐ Rasch calibrations
- ☒ other item analysis data (standard errors)
- ☒ technical reports (bound) and released exercise sets (loose-leaf format)

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization and consultants
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☐ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)
- ☒ actual assessment results from national probability sample (ages 9, 13, 17, Adults 26-35)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☒	☐	☐	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER Content OF Area	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
	All areas of Reading	8	134			x	x	x		x
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
	All areas of Math	14	494			x	x	x		x
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: none)									
	Composition									
	Writing (holistic, mechanics and primary trait scoring)	4	63			x	x	x		x
OTHER	Art	5	112			x	x	x		
	Citizenship	9	180			x	x	x		
	Career & Occupational Development	9	61			x	x	x		x
	Consumer Skills	8	204					x		

9. Please provide any comments or explanatory information on a separate sheet of paper.

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8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
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BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER		GRADE LEVEL (AGE)						
		Content Of Area	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
OTHER (continued)	Energy	8	47							X
	Health	7	48					X		X
	Literature	4	59			X	X	X		X
	Music	5	155			X	X	X		X
	Science	9	599			X	X	X		X
	Social Studies	5	164			X	X	X		X
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,
710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Reading, Math, Language Arts Item Collection

For information about the bank contact:

Name LeAnn M. Gamache
Title Executive Secretary
Organization Northwest Evaluation Association
Street Box 1357
City Tacoma State Wash. Zip 98401
Phone: Area code ______ Number ______

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☒ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☒ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☐	all or most of the bank is available for sale
☐	☐	☐	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☐	pre-developed tests are constructed from the item bank
☐	☒ referral	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒ referral	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☒ YES (minimum cost to be negotiated) ☐ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis X	11	56		X	X	X			
	Structural Analysis X	9	54			X	X			
	Vocabulary (includes above) X	48	423			X	X	X		
	Comprehension X	67	473			X	X	X		
	Reading Readiness X	3	11		X					
	Reference (Study) Skills X	28	150			X	X	X		
MATHEMATICS	Computational skills X	97	853		X	X	X	X		
	Concepts X	22	77		X	X	X	X		
	Problem Solving (Application) X	27	199		X	X	X	X		
	Geometry X	18	46		X	X	X	X		
	Calculator Math									
	NUMERATION X	24	158		X	X	X	X		
	MEASUREMENT X	25	134		X	X	X	X		
LANGUAGE ARTS	Grammar XXXX									
	Usage XXXX									
	Mechanics XXXX									
	Foreign Language (specify:)									
	Composition									
	Collection of spproximately 800									
	items targeted for June 30, 1979									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) Sample Assessment Excercises Manual for Proficiency Assessment - Grades 4 and 6

For information about the bank contact:

Name William L. Padia
Title Consultant
Organization California State Department of Education
Street 721 Capitol Mall
City Sacramento **State** CA **Zip** 95814
Phone: Area code 916 **Number** 445-0297

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ______) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	4	35			X	X			
	Structural Analysis	7	55			X	X			
	Vocabulary	6	74			X	X			
	Comprehension	10	172			X	X			
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills	15	60			X	X			
	Concepts	16	64			X	X			
	Problem Solving (Application)	11	44			X	X			
	Geometry	6	24			X	X			
	Calculator Math None									
	Expressions, Equations & formulas	4	16			X	X			
	Measurement	8	32			X	X			
	Interpreting Tables & Graphs	3	24			X	X			
LANGUAGE ARTS	Grammar (word forms)	6	57			X	X			
	Usage	4	25			X	X			
	Mechanics (punct./capit.)	6	45			X	X			
	Foreign Language (specify:)									
	Composition (sentences;paragraphs)	8	70			X	X			
	Spelling	6	38			X	X			
	Direct Assessment: Holistic and Analytic Scoring Guides	3	3							
OTHER	Consumer/Basic Life Skills (Functional Transfer)	5	134			X	X			

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) Sample Assessment Exercises Manual for Proficiency Assessment for Grades 7, 9 and 11

For information about the bank contact:

Name William L. Padia
Title Consultant
Organization California State Department of Education
Street 721 Capitol Mall
City Sacramento State CA Zip 95814
Phone: Area code 916 Number 445-0297

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
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☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
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☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis	6	19				X	X		
	Vocabulary	6	90				X	X		
	Comprehension	10	183				X	X		
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills	21	84				X	X		
	Concepts	15	60				X	X		
	Problem Solving (Application)	15	60				X	X		
	Geometry	7	28				X	X		
	Calculator Math None									
	Expressions, Equations & Formulas	12	60				X	X		
	Measurement	9	36				X	X		
	Interpreting Tables & Graphs	8	36				X	X		
LANGUAGE ARTS	Grammar (word forms)	2	81				X	X		
	Usage (subj/verb & pronoun agrmt.)	2	21				X	X		
	Mechanics (punct./capit.)	5	52				X	X		
	Foreign Language (specify: ____________)									
	Composition (sentences; paragraphs)	7	95				X	X		
	Spelling	10	17				X	X		
	Direct Assessment of Writing:									
	Holistic Scoring Guides	3	3				X	X		
OTHER	Consumer/Basic Life Skills	5	362				X	X		
	(Functional Transfer)									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) SCORE (School Curriculum Objective Referenced Evaluation)

For information about the bank contact:

Name Lole[illegible]a Hall
Title Editor
Organization Houghton-Mifflin Company
Street P. O. Box 1970
City Iowa City State Iowa Zip 52240
Phone: Area code 319 Number 354-2579

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☒ developed by an outside organization
- ☒ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☐ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test 1000) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ________) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

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GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		Pre School (0-4)	GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	52	168		X	X				
	Structural Analysis	64	186		X	X	X			
	Vocabulary	15	71		X	X	X			
	Comprehension	121	375		X	X	X			
	Reading Readiness	10	51		X					
	Reference (Study) Skills	50	138		X	X	X			
	Multiple Objective Option: Reading		250							
	Comprehension & Interpretation									
MATHEMATICS	Computational skills	122	366		X	X	X			
	Concepts (Fractions, Decimal Fractions, Number Theory, Ratio/Percent, Integers, Whole Numbers	280	840		X	X	X			
	Problem Solving (Application)	85	255		X	X	X			
	Geometry Non-metric Metric	91 74	273 222		X	X	X			
	Calculator Math									
	Measurement (English & Metric)	143	429		X	X	X			
	Graphs & Statistics	21	63		X	X	X			
	Real Numbers, Exponents, Roots	29	87				X			
LANGUAGE ARTS	Grammar	110	330			X	X			
	Usage	62	186			X	X			
	Mechanics	56	168		X	X	X			
	Foreign Language (specify: ______)									
	Composition (Writing Skills)	25	75			X	X			
	Spelling	7	70		X	X	X			
	Analysis & Classification of	49	147			X	X			
	Written Materials									
OTHER	Oral Communication - LA	22	66		X	X	X			
	Probability - Math	9	27			X	X			
	Logical Thinking - Math	4	12				X			

9. Please provide any comments or explanatory information on a separate sheet of paper.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Wisconsin Design for Reading Skill Development
The Design for Math Skill Development

For information about the bank contact:

Name James C. Slaughter
Title Operations Manager
Organization NCS/Educational Services
Street 4401 West 76th Street
City Minneapolis State MN Zip 55435
Phone: Area code ______ Number ______

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☒ suggested instructional activities
- ☒ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☒ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☒	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☐	☒	☐	test scoring services
☐	☒	☐	development of individual student profiles
☐	☒	☐	development of class and school profiles
☐	☒	☐	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test 35) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

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PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre-School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	29	700		X	X				
	Structural Analysis	15	360		X	X				
	Vocabulary	3	60		X	X				
	Comprehension	40	1000		X	X	X			
	Reading Readiness									
	Reference (Study) Skills	72	900		X	X	X			
MATHEMATICS	Computational skills	43	1000		X	X	X			
	Concepts	77	2000		X	X	X			
	Problem Solving (Application)	36	1000		X	X	X			
	Geometry	20	500		X	X	X			
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ______)									
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name Dr. James E. Embree
Title Director, Curriculum Research
Organization Clark County School District
Street 2832 E. Flamingo Road
City Las Vegas State NV Zip 89121
Phone: Area code 702 Number 736-5409

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☐ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
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- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

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4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
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5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost _______) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

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BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

CONTENT AREA		APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis ________		134					X		
	Structural Analysis ________									
	Vocabulary ________		126					X		
	Comprehension ________		30					X		
	Reading Readiness ________		192					X		
	Reference (Study) Skills ________		133					X		
	________									
	________									
MATHEMATICS	Computational skills ________		424					X		
	Concepts ________		528					X		
	Problem Solving (Application) ________		245					X		
	Geometry ________									
	Calculator Math ________									
	________									
	________									
LANGUAGE ARTS	Grammar ________		295					X		
	Usage ________		245					X		
	Mechanics ________		305					X		
	Foreign Language (specify: ________)									
	Composition ________		112					X		
	________									
	________									
OTHER	U. S. History		1524					X		
	Biology		354					X		
	________									

9. Please provide any comments or explanatory information on a separate sheet of paper.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ____________________

For information about the bank contact:

Name William Phillip Gorth, Ph.D.
Title President
Organization National Evaluation System, Inc.
Street 30 Gatehouse Road
City Amherst State MA Zip 01002
Phone: Area code 413 Number 256-0444

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
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- ☐ p-values
- ☐ Rasch calibrations
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2. What is the source of the bank's objectives and items? (check all that apply)

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4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
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6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost _______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

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U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		Pre School (0-4)	GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
	All Areas of Reading		4500		X	X	X	X		
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
	All Areas of Math		3800		X	X	X	X		
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ______)									
	Composition									
	All Areas of Language Arts		2100		X	X	X	X		
OTHER	Career and Occupational Development		1500		X	X	X	X		
	Science		1500		X	X	X	X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name Richard L. Kohr
Title Research Associate
Organization Educational Quality Assessment, Pennsylvania Dept. of Education
Street 333 Market Street
City Harrisburg State PA Zip 17126
Phone: Area code 717 Number 787-4234

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☐ classification of [illegible] content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

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- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☐ content review to match items to objectives
- ☐ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost _______) ☐ NO
☒ NOT APPLICABLE

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		Pre School (0-4)	GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis ______									
	Structural Analysis ______									
	Vocabulary ______									
	Comprehension ______					48	48	48		
	Reading Readiness ______									
	Reference (Study) Skills ______									
	______									
	______									
MATHEMATICS	Computational skills ______					20	20	20		
	Concepts ______					20	20	20		
	Problem Solving (Application) ______					20	20	20		
	Geometry ______									
	Calculator Math ______									
	______									
	______									
LANGUAGE ARTS	Grammar ______									
	Usage ______									
	Mechanics ______									
	Foreign Language (specify: ______)									
	Composition ______									
	______									
	______									
OTHER	______									
	______									
	______									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ____________________

For information about the bank contact:

Name John D. Kauffman
Title Vice President, Marketing
Organization Scholastic Testing Service, Inc.
Street 480 Meyer
City Bensenville State Illinois Zip 60106
Phone: Area code 312 Number 766-7150

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☒	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☒	☐	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☒ NO

☐ NOT APPLICABLE Costs variable depending upon contract

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☒ NO

☐ NOT APPLICABLE Costs variable depending upon contract

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	15	90		X	X				
	Structural Analysis	15	90		X	X				
	Vocabulary									
	Comprehension	20	200			X	X	X		
	Reading Readiness	4	36		X					
	Reference (Study) Skills	12	240			X	X			
MATHEMATICS	Computational skills	25	180		X	X	X	X		
	Concepts	18	150		X	X	X	X		
	Problem Solving (Application)	10	80				X	X		
	Geometry	5	250			X	X			
	Calculator Math									
LANGUAGE ARTS	Grammar	24	408		X	X	X	X		
	Usage	30	300		X	X	X	X		
	Mechanics	18	360		X	X	X	X		
	Foreign Language (specify: ________)									
	Composition	40	400			X	X	X		
OTHER	Consumer Skills	30	120					X		
	Basic Life Skills	45	380				X	X		
	Social Studies	80	480			X	X	X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name Edward D. Roeber
Title Supervisor, MEAP
Organization Michigan Department of Education
Street P.O. Box 30008
City Lansing **State** MI **Zip** 48909
Phone: Area code 517 **Number** 373-8393

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☐ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc. (in some areas)
- ☒ suggested instructional activities
- ☒ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☒ review for sex bias
- ☒ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☐ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☒	☐	☐	all or most of the bank is available free (or for cost of reproduction)
☐	☒	☐	pre-developed tests are constructed from the item bank
☐	☒	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☒	☐	printing of test materials
☒	☒	☐	test scoring services
☒	☒	☐	development of individual student profiles
☒	☒	☐	development of class and school profiles
☐	☒	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☒	☐	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriato spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-3 (5-7)	4-6 (8-10) (11-13)	7-9 (14-17)	10-12	Adult
READING	Phonetic Analysis								
	Structural Analysis								
	Vocabulary								
	Comprehension	100	1000		X	X	X		
	Reading Readiness								
	Reference (Study) Skills								
MATHEMATICS	Mathematics (not categorized)	300	3000		X	X	X		
	Concepts								
	Problem Solving (Application)								
	Geometry								
	Calculator Math								
OTHER	Art	40	100		X	X			
	Health	150	1000		X	X	X		
	Music	50	200		X	X			
	Career Development	200	800		X	X	X		
	Driver's Education								
	Listening	24	100		X	X	X		
	Speaking	36	20		X	X	X		
	Writing	60	25		X	X	X		
	Science	80	500		X	X	X		
	Social Studies	150	700		X	X	X		
	Life Role Competencies	400	1000					X	

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) Objectives Referenced Bank of Items and Tests (ORBIT)

For information about the bank contact:

Name Barry C. Baylor
Title Senior Product Manager
Organization CTB/McGraw-Hill
Street Del Monte Research Park
City Monterey State CA Zip 93940
Phone: Area code 408 Number 649-8400

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)
   - ☒ test items
   - ☒ classification of items by content
   - ☒ general objectives or topic statements
   - ☐ item specifications, detailed content descriptions, etc.
   - ☐ suggested instructional activities
   - ☐ cross references between objectives and appropriate instructional materials
   - ☒ content review or other validity information
   - ☒ reliability estimates
   - ☒ p-values
   - ☒ Rasch calibrations
   - ☒ other item analysis data
   - ☒ technical reports

available 1981-82 school year

2. What is the source of the bank's objectives and items? (check all that apply)
   - ☒ developed by teachers
   - ☒ developed by state or local central office staff
   - ☒ developed by test development personnel within your organization
   - ☐ developed by an outside organization
   - ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)
   - ☒ review to verify appropriate content
   - ☒ content review to match items to objectives
   - ☒ content review to establish appropriate grade levels or age levels
   - ☒ editing for clarity
   - ☒ editing based on reviews by technical personnel
   - ☒ editing based on technical data
   - ☒ review for sex bias
   - ☒ review for cultural and ethnic bias
   - ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
   - ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☒	☐	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☒ YES (minimum number of each test 500) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☒ YES (minimum cost $500*) ☐ NO
☐ NOT APPLICABLE

* including test materials

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

CONTENT AREA		APPROXIMATE NUMBER OF			GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis	37	148		X	X				
	Structural Analysis	25	100		X	X	X		Reading vocabulary level	
	Vocabulary (Word meaning)	20	80		X	X	X	X		
	Comprehension	96	384		X	X	X	X		
	Reading Readiness	12	48		X					
	Reference (Study) Skills	36	144		X	X	X	X		
MATHEMATICS	Computational skills	163	652		X	X	X			
	Concepts	329	1,316		X	X	X	X		
	Problem Solving (Application)	46	184		X	X	X	X		
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar	43	172		X	X	X		Reading Vocabulary Level	
	Usage	43	172		X	X	X			
	Mechanics	45	180		X	X	X			
	Foreign Language (specify:)									
	Composition									
	Outlining	2	8			X	X			
OTHER	See attached									
	(available 1980-81 [illegible]ool year)									
	Social Studies									
	Science									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6971

CTB/McGraw-Hill
Del Monte Research Park, Monterey, California 93940 · Telephone 408/649-8400

Other	Objectives	# of items	Grade Level**
High School Competencies (available 1980-81 school year)	25	250	9-12
*American history	97	388	3-5, 6-8, 9-12
*Government	38	152	6-8, 9-12
*Geography	77	308	3-5
*Earth Science * Environments	23	92	3-5, 6-8
*Astronomy	10	40	3-5, 6-8
*Chemistry	23	92	K-2, 3-5, 6-8, 9-12
*Physics	24	96	3-5, 6-8
*Biology	7	28	3-5, 6-8
*Botony	12	48	3-5, 6-8
*Zoology	24	96	K-2, 3-5, 6-8

* Can be arranged
** These are not necessarily grade levels but Reading Vocabulary Levels

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name Dr. D. J. Shoesmith
Title Director
Organization Test Development and Research Unit
Street 13 Harvey Road
City Cambridge ~~State~~ England ~~Zip~~ CB1 2ET
Phone: Area code 0223 Number 66637

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
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3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
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- ☒ content review to establish appropriate grade levels or age levels
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- ☒ editing based on reviews by technical personnel
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- ☐ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
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☐	☐	☐	tests are constructed based on objectives in the item bank selected by the user
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5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☐	printing of test materials
☐	☐	☐	test scoring services
☐	☐	☐	development of individual student profiles
☐	☐	☐	development of class and school profiles
☐	☐	☐	training on test administration procedures
☐	☐	☐	training on writing or selecting objectives and item specifications
☐	☐	☐	training on writing test items
☐	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ______) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

- ART
- PHYSICAL EDUCATION
- HOME ECONOMICS
- INDUSTRIAL EDUCATION
- HEALTH
- BUSINESS EDUCATION
- MUSIC
- CAREER DEVELOPMENT
- CONSUMER SKILLS
- BASIC LIFE SKILLS
- LITERATURE
- AFFECTIVE MEASURES
- DRIVER'S EDUCATION
- LISTENING SKILLS
- SPEAKING SKILLS
- CHEMISTRY
- BIOLOGY
- PHYSICAL SCIENCE
- GOVERNMENT
- CITIZENSHIP
- U.S. HISTORY
- WORLD HISTORY
- GEOGRAPHY

CONTENT AREA		APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ______)									
	Composition									
OTHER										
	See attached sheet.									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

The Unit holds banks of items in the following subjects:

For 16-year-olds

Economics
Economic and Public Affairs
Biology
Chemistry
French
History
Human & Social Biology
Physics
Russian
Geography
General Science

For 18-year-olds

Biology
Chemistry
Economics
Physical Science
Physics
Social Biology

It also has several banks of items concerned with English as a Foreign Language. Numbers of items in the banks vary from 200 to 1200. The banks are used solely for the preparation of examinations for the three GCE boards served by the Unit, although in some cases a single bank of items serves more than one board.

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ____

For information about the bank contact:

Name Department of Education and Science
Title Assessment of Performance Unit
Organization Elizabeth House
Street York Road
City London ~~State~~ England Zip ____
Phone: Area code ____ Number ____

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☐ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☒ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☐ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☒ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ____) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES		GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
		OBJECTIVES	ITEMS							
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
			6-8 9-12							
MATHEMATICS	Computational skills		115 53				X	X		
	Concepts		120 45				X	X		
	Problem Solving (Application)		57 103				X	X		
	Geometry		100 130				X	X		
	Calculator Math									
	Algebra		90 175				X	X		
	Probability & Statistics		38 39				X	X		
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ____)									
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,
710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6871

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name Mr. I. J. Goddard
Title Examinations Officer
Organization The South-East Regional Examinations Board
Street Beloe House, 2 and 4 Mount Ephraim Road
City Tunbridge Wells, Kent State England Zip ______
Phone: Area code 0892 Number 35311

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☐	printing of test materials
☐	☐	☐	test scoring services
☐	☐	☐	development of individual student profiles
☐	☐	☐	development of class and school profiles
☐	☐	☐	training on test administration procedures
☐	☐	☐	training on writing or selecting objectives and item specifications
☐	☐	☐	training on writing test items
☐	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ______) ☐ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF			GRADE LEVEL (AGE)					
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ________)									
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) CSE French (Reading Comprehension)

For information about the bank contact:

Name London Regional Examining Board
Title
Organization
Street Lyon House, 104 Wandsworth High Street
City London ~~State~~ England Zip SW18 4LF
Phone: Area code 01-870 Number 2144

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☐ classification of items by content
- ☐ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☒ content review or other validity information
- ☒ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☐ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☐ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: French)		260					X		
	Composition									
OTHER										

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Primary Maths Item Bank

For information about the bank contact:

Name Alastair Pollitt
Title Assistant Director
Organization Godfrey Thomson Unit, Edin. Univ.
Street 24 Buccleuch Place,
City Edinburgh, U.K. State ____ Zip ____
Phone: Area code 031 Number 667 1011 Ext. 6703

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☒ reliability estimates
- ☐ p-values
- ☒ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☒ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☒	☐	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☒	☐	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☒ NO
☐ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ____) ☒ NO
☐ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills					X	X			
	Concepts	2000	2300			X	X			
	Problem Solving (Application)					X	X			
	Geometry					X	X			
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
OTHER										
	See attached sheet.									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

1. Number of items as at 1.2.1980.

2. Not all 2300 items are calibrated at 1.2.1980.

3. Age range is approximately 8-12 - Scottish P4-7.

This bank is being sponsored by the Scottish Education Department in order to produce valid and technically sound instruments for use in individual assessment by primary school teachers. The development stage will continue at least until March 1981, with only limited availability until that time.

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) School based assessment using item banking: Assessment in S1 and S2 science

For information about the bank contact:

Name Ms. A. C. Mitchell
Title Research Officer
Organization Department of Physics, Glasgow College of Technology
Street Cowcaddens Road
City GLASGOW G4 OBA State ____ Zip ____
Phone: Area code 041 Number 332 7090

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☐ classification of items by content
- ☐ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☒ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☒ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☐ content review to establish appropriate grade levels or age levels
- ☐ editing for clarity
- ☐ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☒	☐	☐	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☒	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☒	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☒	☐	☐	test scoring services
☒	☐	☐	development of individual student profiles
☒	☐	☐	development of class and school profiles
☒	☐	☐	training on test administration procedures
☒	☐	☐	training on writing or selecting objectives and item specifications
☒	☐	☐	training on writing test items
☒	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ____) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	Comprehension									
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills									
	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify:)									
	Composition									
OTHER	Integrated Science	180	750				X	X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name: The Secretary
Title: ______
Organization: Joint Matriculation Board
Street: ______
City: Manchester M15 6EU State: ______ Zip: ______
Phone: Area code: 061 Number: 273-2565

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☒ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☒ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☐ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☒	printing of test materials
☐	☐	☒	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☐	☒	training on writing or selecting objectives and item specifications
☐	☐	☒	training on writing test items
☐	☐	☒	assistance in interpreting test data

Not for non-JMB users

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test ______) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost ______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

CONTENT AREA		APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
		OBJECTIVES	ITEMS	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis ____									
	Structural Analysis ____									
	Vocabulary ____									
	Comprehension ____									
	Reading Readiness ____									
	Reference (Study) Skills ____									
	____									
	____									
MATHEMATICS	Computational skills ____									
	Concepts ____									
	Problem Solving (Application) ____									
	Geometry ____									
	Calculator Math ____									
	____									
	____									
LANGUAGE ARTS	Grammar ____									
	Usage ____									
	Mechanics ____									
	Foreign Language (specify: ____)									
	Composition ____									
	____									
	____									
OTHER	____									
	____									
	____									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204. Phone: (503) 248-6871.

ITEM BANK DATA SHEET

N[illegible]hwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ______

For information about the bank contact:

Name John C. Tuffield
Title Research Officer
Organization East Anglian Exams Board
Street Lexden Road
City Colchester State Essex Zip CO3 3RL
Phone: Area code 0206 Number 49595

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☐ classification of items by content
- ☐ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☐ reliability estimates
- ☐ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
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4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☐	☐	☒	pre-developed tests are constructed from the item bank
☐	☐	☒	tests are constructed based on objectives in the item bank selected by the user
☒	☐	☐	items are used to construct tests based on objectives developed by the user

5. What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☐	☐	☐	printing of test materials
☐	☐	☐	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☐	training on test administration procedures
☐	☐	☐	training on writing or selecting objectives and item specifications
☐	☐	☐	training on writing test items
☐	☐	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost _______) ☐ NO
☒ NOT APPLICABLE

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

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MUSIC
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CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
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	Reference (Study) Skills									
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	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ______)									
	Composition									
OTHER	Biology		250					X		
	Physics		500					X		
	Chemistry		250					X		

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnaire will be photocopied.

Item Bank Title (if any) ____________

For information about the bank contact:

Name C. McC. Jones
Title Head of Testing Services Department
Organization City and Guilds of London Institute
Street 46 Britannia Street
City London WclX 9RG ~~State~~ England Zip ____
Phone: Area code 01-278 Number 2468

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
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- ☒ p-values
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- ☒ other item analysis data
- ☐ technical reports

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- ☒ developed by teachers
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DRIVER'S EDUCATION
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	Concepts									
	Problem Solving (Application)									
	Geometry									
	Calculator Math									
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: ______)									
	Composition									
OTHER										
	See attached sheet.									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

PAPER No.	SUBJECT
010-1-01	Agriculture Stage I Crops
010-1-03	Agriculture Stage I Livestock
010-1-05	Agriculture Stage I Farm Machinery
011-1-01	Horticulture Stage I Practice (Amenity)
011-1-06	Horticulture Stage I Principles
011-1-07	Horticulture Stage I Machinery
012-1-01	Forestry Stage I
018-1-01	Agriculture Phase I
019-1-01	Floristry Part I
022-1-01	Horticulture Phase I
034-1-02	National Certificate in Horticulture
060-1-01	Process Plant Operation
067-1-01	Iron & Steel Operatives, Ironmaking
067-1-02	Steelmaking
067-1-03	Billets, Blooms, Rails, Rods and Sections
067-1-04	Wire Production
067-1-05	Plate
067-1-06	Strip & Sheet
110-1-01	Flour Milling, Basic
120-1-01	Bakery Part I
121-1-01	Design & Decoration of Flour Confectionery
130-1-01	Food Technicians Part I
150-1-01	Industrial Operatives, Metal Shaping
150-2-03	Industrial Operatives, Electrical & Electronic Assembly
200-1-01	Basic Engineering Craft Studies, General
200-1-02	Basic Engineering Craft Studies, Shipbuilding
200-1-03	Basic Engineering Craft Studies, Mechanical
200-1-04	Basic Engineering Craft Studies, Electrical
200-1-05	Basic Engineering Craft Studies, Fab/Welding
205-2-11	Mech. Engineering Craft Studies Part II
205-3-13	Mech. Engineering Maintenance Part II
206-2-11	Instrument Production Craft Studies Part II
208-1-01	Aeronautical Engineering Craft Studies Part I
208-2-11	Aeronautical Engineering Craft Studies Part II (Operation)
208-2-12	Aeronautical Engineering Craft Studies Part II (Operation)
208-2-14	Aeronautical Engineering Craft Studies Part II (Manufacture)
208-2-16	Aeronautical Engineering Craft Studies Part II (Avionic)
210-1-01	Foundry Craft Studies Part I
211-1-01	Pattern-Making Craft Studies Part I
215-2-11	Welding Engineering Craft Studies A Part II
215-2-12	Welding Engineering Craft Studies B Part II
216-2-11	Sheet Metal & Thin Plate Craft Studies Part II
217-2-11	Structural & Thick Plate Craft Studies Part II
221-1-01	Telecommunication Mechanics Part I
221-2-11	Communication Radio Part II
221-3-13	Telephone Switching Part II
221-4-15	Data, Telegraphy, Telemetry & Computer Techniques Part II
221-5-17	Line Plant Practice Part II
222-2-11	Radio, TV & Electronics Mechanics Part II
224-1-01	Electronics Servicing Part I
224-2-11	Electronics Servicing Part II
232-2-11	Electrical & Electronic Craft Studies Part II
232-2-13	Electronics Components & Circuitry Part II
232-2-14	Electrical Appliance Servicing Part II
232-2-15	Electrical Plant Manufacture Part II
232-2-16	Electrical Plant Utilization Part II
232-2-17	Marine Electrical Plant Part II

PAPER No.	SUBJECT
236-1-01	Electrical Installation Work Part I
236-2-11	Electrical Installation Work Part II
240-2-11	Shipbuilding Craft Studies A Part II
240-2-12	Shipbuilding Craft Studies B Part II
240-2-13	Shipbuilding Craft Studies Welding A Part II
245-1-01	Yacht, Boat Building, Ship Joinery Craft Studies Part I
245-1-02	Yacht, Boat Building, Ship Joinery Craft Studies Part I
245-2-11	Yacht, Boat Building, Ship Joinery Craft Studies Part II (Ship Joinery)
245-3-14	Yacht, Boat Building, Ship Joinery Craft Studies Part II (Yacht and Boat Building)
248-2-11	Marine Plumbing & Coppersmiths' Work Part II
364-1-01	Numeracy
380-1-01	Motor Vehicle Craft Studies Part I
380-1-02	Motor Vehicle Craft Studies Part I
381-2-11	Motor Vehicle Craft Studies Mechanics Part II
381-3-14	Motor Vehicle Craft Studies Electricians Part II
384-1-03	Vehicle Parts Personnel
385-1-01	Vehicle Body Craft Studies Part I (Building & Repair)
385-1-03	Vehicle Body Craft Studies Part I (Painting & Trimming)
385-2-11	Vehicle Body Craft Studies Part II (Vehicle Body Building)
385-2-16	Vehicle Body Craft Studies Part II (Vehicle Painting)
454-1-01	Footwear Manufacture Operatives
510-2-11	Composing Craft Subjects, Advanced
511-2-11	Graphic Reproduction, Advanced
513-2-11	Lithographic Platemaking and Printing, Advanced
514-2-11	Letterpress & Photogravure Machine Printing, Advanced
515-1-01	Screen Process Printing
516-2-11	Print Finishing Processes, Advanced
518-1-01	Printing (New Scheme)
555-1-01	Furniture Craft Subject Part I
580-1-01	Concrete Practice
585-1-01	Carpentry & Joinery, Craft
586-1-01	Machine Woodworking, Craft
586-1-02	Sawmilling, Craft
587-1-01	Shopfitting, Craft
588-1-01	Brickwork & Masonry, Craft
594-1-01	Painting & Decorating, Craft
596-1-01	Plumbing, Craft
597-1-01	Heating & Ventilating Fitting, Craft
599-2-11	Construction Services Welding, Advanced
614-1-01	Roadwork, Craft
620-1-01	Maintenance & Repair of Construction Plant Part I
626-1-01	Construction Technicians, Part I
650-1-01	Boiler Operators, Large Capacity Water Tube Boilers
650-1-03	Industrial Boilers
650-1-05	Automatic Boilers
650-1-07	Small Heating Boilers (Solid Fuel Fired)
650-1-09	Small Heating Boilers (Oil Fired)
650-1-11	Small Heating Boilers (Gas Fired)
651-1-01	Steam Turbine Plant Operators
652-1-01	Auxiliary Plant Operators
653-1-01	Principles & Operation of Power Plant Part I
653-2-11	Principles & Operation of Power Plant Part II
662-1-01	Service Engineer (Gas)
685-1-01	Foundation Course in Construction: Industrial & Environmental Studies

PAPER No.	SUBJECT
685-1-07	Communications Studies
686-1-01	Foundation Course in Engineering: Industrial & Environmental Studies
686-1-03	Industrial Skills & Practices
686-1-05	Engineering Technology
686-1-07	Communication Studies
687-1-01	Foundation Course for Science Industries: Industrial & Environmental Studies
687-1-03	Science Skills & Procedures
687-1-05	Scientific Principles
687-1-07	Communication Studies
688-1-01	Foundation Course for Food Industries: Industrial & Environmental Studies
688-1-03	Industrial Skills & Practices
688-1-05	Technology & Science
688-1-07	Communication Studies
689-1-01	Foundation Course in Community Care: Science & Environmental Studies
689-1-03	Community Care Practice
689-1-05	Individual, Family & Community
689-1-07	Communication Studies
690-1-01	Foundation Course for Agricultural Industries: Industrial & Environmental Studies
690-1-03	Industrial Skills & Practices
690-1-05	Technology, Theory & Science
690-1-07	Communication Studies
691-1-01	Foundation Course in Commercial Studies: Structure of Commerce
691-1-03	Clerical Practices
691-1-05	Technology, Theory & Science
691-1-07	Communication Studies
692-1-01	Foundation Course in Distribution: Industrial & Environmental Studies
692-1-03	Industrial Skills & Practices
692-1-05	Technology, Theory & Science
692-1-07	Communication Studies
705-1-01	General Catering
706-1-01	Cookery for the Catering Industry, Basic
706-2-11	Cookery
707-1-01	Food Service
707-2-11	Advanced Serving Techniques
707-3-13	Alcoholic Beverages
708-1-01	Housekeeping
709-1-01	Hotel Reception
732-1-01	Achievement Testing Part I
735-1-01	Science Laboratory Technicians Part I
736-1-01	Audio-Visual Technicians

PAPER No.	SUBJECT
744-1-01	General Photography
745-1-01	Photographic Technicians
752-1-01	Hospital Operating Department Assistants (Anaesthetics)
752-1-01	Hospital Operating Department Assistants (Surgery)
760-1-01	Hairdressing
764-1-01	Cleaning Science Part I
764-1-02	Cleaning Science Part I Contract Cleaning
764-1-04	Cleaning Science Part I Food
764-1-06	Cleaning Science Part I General
764-1-08	Cleaning Science Part I Hospital
764-1-10	Cleaning Science Part I Local Government
764-2-21	Cleaning Science Part II
765-1-01	Radio Amateurs (Licensing Conditions, Transmitters)
765-1-02	Radio Amateurs (Operating Practices, Procedures)
772-1-01	Communication Skills Level One
780-1-02	Fashion, Millinery & Accessories Part I
781-1-01	Food Studies Part I
781-4-22	Food & Family Part I (Old Scheme) Last examination 1980
782-1-02	Embroidery Part I
783-1-02	Soft Furnishing Part I
784-1-02	Flower Arrangement Part I
785-1-02	Toymaking
786-1-02	Basketry
795-1-02	Creative Studies Textiles Part I
*820-1-01	Basic Engineering Trade Subjects
821-1-01	Mechnical Fitting & Metal Machining
821-4-10	Metal Machining I (Shaping & Turning)
821-5-13	Metal Maching II (Milling & Grinding)
822-1-01	Welding, Oxyacetylene & Metal Arc
822-2-04	Fabrication
823-1-01	Electrical Installation Practice
824-1-01	Radio, TV & Electronics Servicing I
824-2-04	Radio, TV & Electronics Servicing II
825-1-01	Automotive Trades Internal Combustion
825-2-04	Automotive Trades Vehicle Work
825-3-07	Motor Vehicle Electrical Work
827-1-01	Refrigeration I (Domestic)
827-2-04	Refrigeration II (Industrial)
855-1-01	Basic Cookery
856-1-01	Basic Food & Beverage Service

*The examinations listed following on 820 are specially prepared for countries outside the United Kingdom.

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) ____________________

For information about the bank contact:

Name D. G. Fox
Title Assistant Examinations Officer
Organization University of London School Examinations Department
Street 66-72 Gower Street
City London State ________ Zip WC1E6EE
Phone: Area code 01 Number 636-8000

Please indicate the characteristics of this item bank by placing an "X" in the appropriate boxes.

1. Which of the following are available through this bank? (check all that apply)

- ☒ test items
- ☒ classification of items by content
- ☒ general objectives or topic statements
- ☐ item specifications, detailed content descriptions, etc.
- ☐ suggested instructional activities
- ☐ cross references between objectives and appropriate instructional materials
- ☐ content review or other validity information
- ☒ reliability estimates
- ☒ p-values
- ☐ Rasch calibrations
- ☒ other item analysis data
- ☐ technical reports

2. What is the source of the bank's objectives and items? (check all that apply)

- ☒ developed by teachers
- ☐ developed by state or local central office staff
- ☐ developed by test development personnel within your organization
- ☐ developed by an outside organization
- ☐ collected from other sources

3. What reviews or studies (if any) were performed for the items in the bank? (check all that apply)

- ☒ review to verify appropriate content
- ☒ content review to match items to objectives
- ☒ content review to establish appropriate grade levels or age levels
- ☒ editing for clarity
- ☒ editing based on reviews by technical personnel
- ☒ editing based on technical data
- ☐ review for sex bias
- ☐ review for cultural and ethnic bias
- ☐ informal pilot testing (informal selection of subjects, small numbers of subjects, non-rigorous analysis of results)
- ☒ formal pilot testing (rigorous sampling and anlysis of results, large numbers of subjects, standardized administration)

4. Which of these statements are correct for this bank?

YES	CAN BE ARRANGED	NO	
☐	☐	☒	all or most of the bank is available for sale
☐	☐	☒	all or most of the bank is available free (or for cost of reproduction)
☒	☐	☐	pre-developed tests are constructed from the item bank
☐	☒	☐	tests are constructed based on objectives in the item bank selected by the user
☐	☐	☒	items are used to construct tests based on objectives developed by the user

5. *What additional services related to the bank can be provided? (check all that apply)

YES	CAN BE ARRANGED	NO	
☒	☐	☐	printing of test materials
☒	☐	☐	test scoring services
☐	☐	☒	development of individual student profiles
☐	☐	☒	development of class and school profiles
☐	☐	☒	training on test administration procedures
☐	☒	☐	training on writing or selecting objectives and item specifications
☐	☒	☐	training on writing test items
☐	☒	☐	assistance in interpreting test data

6. Is there a minimum number of tests which must be purchased?

☐ YES (minimum number of each test _____) ☐ NO
☒ NOT APPLICABLE

7. Is there a minimum start up cost for using the bank, over and above test material costs?

☐ YES (minimum cost _______) ☐ NO
☒ NOT APPLICABLE

*The services listed are provided for internal use in this organization.

OVER

8. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF OBJECTIVES	APPROXIMATE NUMBER OF ITEMS	GRADE LEVEL (AGE) Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
READING	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
	English Language Comprehension		3100					X		
	Reading Readiness									
	Reference (Study) Skills									
MATHEMATICS	Computational skills		5600					X		
	Concepts		2800						X	
	Problem Solving (Application)									
	Geometry									
	Calculator Math	N/A								
LANGUAGE ARTS	Grammar									
	Usage									
	Mechanics									
	Foreign Language (specify: French)		3000					X		
	~~Composition~~ Listening and Reading Comprehension									
	Economics		2100						X	
	History		6800					X		
OTHER	Geography		3900					X		
	Chemistry		4900					X	X	
	Biology		2000					X		
	Physics		4700					X	X	

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,
710 S.W.

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This questionnare will be photocopied.

Item Bank Title (if any) Local Education Authorities' and Schools' Item Banking Project

For information about the bank contact:

Name Dr. A. L. Willmott
Title Principal Research Officer
Organization National Foundation for Educational Research
Street The Mere, Upton Park
City Slough State U. K. Zip SL1 2DQ
Phone: Area code 0753 Number 28161

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OVER

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HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION
MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES
DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE
GOVERNMENT
CITIZENSHIP
U.S. HISTORY
WORLD HISTORY
GEOGRAPHY

	CONTENT AREA	APPROXIMATE NUMBER OF		GRADE LEVEL (AGE)						
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	Structural Analysis ____									
	Vocabulary ____									
	Comprehension ____									
	Reading Readiness ____									
	Reference (Study) Skills ____									
	____									
	____									
MATHEMATICS	Computational skills ____		500			X	X			
	Concepts ____		500			X	X			
	Problem Solving (Application) ____									
	Geometry ____		500			X	X			
	Calculator Math ____									
	____									
	____									
LANGUAGE ARTS	Grammar ____									
	Usage ____									
	Mechanics ____									
	Foreign Language (specify: ____)									
	Composition ____									
	____									
	____									
OTHER	____									
	____									
	____									

9. Please provide any comments or explanatory information on a separate sheet of paper.

Please return by May 25th to Joy Martin, Technical Assistance Centers, Northwest Regional Educational Laboratory,

Survey Mailing List

Carol Dwyer, Director
Basic Skills Assessment Program
Educational Testing Service
Princeton, New Jersey 08540
(tests are developed on the basis
of contracts with districts)

John C. Hayden
Project TORQUE
Education Development Center, Inc.
55 Chapel Street
Boston, Massachusetts 02160

James E. Embree
Research and Development
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89121

Ed Roeber
Michigan Educational Assessment
Michigan Department of Education
P. O. Box 30008
Lansing, Michigan 48909

Director, Test Development
Phi Delta Kappa, Inc.
Eighth and Union, Box 789
Bloomington, Indiana

Director, REAL
Ginn and Company
1250 Fairwood Avenue
P. O. Box 2649
Columbus, Ohio 43216

Elaine Lindheim
Director of Test Development
Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Peter Wolmut, Director
Evaluation and Research
Multnomah County ESD
220 S. E. 102nd Avenue
P. O. Box 16657
Portland, Oregon 97216

K. Jeffrey Johnson
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

Department of Motor Vehicles
Research and Statistics Section
P. O. Box 1828
Sacramento, California 95809

Institute for Educational Research
793 North Main
Glen Ellyn, Illinois 60137

Director, Diagnosis Program
259 East Erie
Chicago, Illinois 60611

Gerald Lippey
International Business Machines
Monterey and Cottle Roads
San Jose, California 95114

John Martois
Los Angeles County
Test Development Center
9300 East Imperial Highway
Los Angeles, California 90242

Massachusetts Evaluation Service
Center for Occupational Education
85 North Whitney Street
Amherst, Massachusetts 01002

Jack Schmidt
Director of Field Services
National Assessment of Educ. Progress
Suite 700, 1860 Lincoln Street
Denver, Colorado 80295

William Gorth
National Evaluation System, Inc.
P.O. Box 226
Amherst, Massachusetts 01002

LeAnn M. Gamache
Northwest Evaluation Association
P.O. Box 1357
Tacoma, Washington 98401

James R. McBride
Psychometric Methods Program
Department of Psychology
University of Minnesota
Minneapolis, Minnesota 55455

Question Pool Management System
Department of Mathematics
Shawnee Mission
Northwest High School
7235 Antioch
Shawnee Mission, Kansas

David J. Weiss
Department of Psychology
North 660 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455

Ned W. Smull, M.D.
Project Director
School of Medicine
University of Missouri
Kansas City, Missouri 64110

University of the State of New York
Bureau of Industrial Arts Education
Albany, New York 12234

Richard L. Zweig
Zweig and Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California 92648

Consumer Finance Specialist
Oregon State Department of Education
924 Lancaster Drive, N.E.
Salem, Oregon 97310

James C. Slaughter
Interpretive Scoring Systems
NCS/Educational Services
4401 West 76th Street
Minneapolis, Minnesota 55435

Loleta Hall, Editor
Houghton Mifflin Company
P.O. Box 1970
Iowa City, Iowa 52240

Director, Mastery Program
Science Research Associates
155 North Wacker Drive
Chicago, Illinois 60606

John Kauffman
Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

Harold F. Bligh
The Psychological Corporation
757 Third Avenue
New York, New York 10017

Ed Drahozal
IPMS Program
Houghton Mifflin Company
P.O. Box 1970
Iowa City, Iowa 52240

Fannie A. Hendrick, Director
Adult Performance Level Survey
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

Director, SRA Survival Skills Tests
Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606

Director, ORBIT System
CTB-McGraw Hill
Del Monte Research Park
Monterey, California 93940

Director, PRI/DMI Program
CTB-McGraw Hill
Del Monte Research Park
Monterey, California 93940

Director, STEPS Program
CTB-McGraw Hill
Del Monte Research Park
Monterey, California 93940

Sigurd E. Sivertson
Assistant Dean
University of Wisconsin
Medical School
Madison, Wisconsin 53706

Bill Padia
California State Department
of Education
721 Capitol Mall
Sacramento, California 95814

Pat Bracken
LA Unified Schools-Education System
Management Information Systems
P.O. Box 3307
Los Angeles, California 90051

Richard Kohr
Educational Quality Assessment
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126

David J. Remondini
Gonzaga University
East 502 Boone Avenue
Spokane, Washington 99258

School of Nursing
Pennsylvania State University
University Park, Pennsylvania 16802

Random House Publications
201 East 50th Street
New York, New York 10022

Director of Proficiency Assessment
Glendale Union High School District
7650 North 43rd Avenue
Glendale, Arizona 85301

Thomas Riley
Fresno EIP Center
2314 Mariposa Street
Fresno, California 93721

Michael D. Hiscox
Assessment and Measurement
Northwest Regional Educational Lab
710 S.W. Second Avenue
Portland, Oregon 97204

Dr. Clare Burstall, Deputy Director
National Foundation for Educational Research
The Mere, Upton Park
SLOUGH, Berks SL1 2DQ

Northwest
Regional
Educational
Laboratory

PART 3

Results of Item Bank Telephone Survey

Evelyn J. Brzezinski
Linda L. Powers
Sharon G. Tamura
Michael D. Hiscox

A Guide to
ITEM
BANKING
in Education

* *

PLEASE READ THIS CAREFULLY

* *

We have a dilemma. Throughout this Guide, we have made the point that people should make use of existing items and item collections as opposed to developing their own. We still believe this. However, we also make the point that most item collections are not in a form that can be easily disseminated. This problem becomes very relevant in relation to this section of the Guide.

Since this paper was first distributed, we have become concerned that the people who were kind enough to give us the information included in the Guide will come to regret their participation. They may become besieged with requests for information and assistance they cannot efficiently provide. If you are going to use the references in this section, do not expect that all these sources will be able to help you, for that will not be the case. Also, please be understanding of the limitations of what these people can supply.

Further, it would be best if you were not asking for something for nothing. We are not advocating more selling of non-profit item banks (item banking has already encountered more frustrated entrepreneurs than it deserves), but there may be item reviews, pilot testing, computer programming, data analyses, or other tasks that would assist the supplying agency. In any event, if someone's item bank is going to save you large amounts of time or money, be willing to return some fraction of the savings to support of the bank.

We suspect that some people who need test items are starting at the top of the list and calling every reference, asking each person listed to send information from which the potential user can pick and choose. This tactic is unfair to the people who have been listed as references and should not be used. Instead, if your testing need is for a California school, look for references in California; after all, they share the same state testing requirements, some common experiences and some geographic proximity. Then proceed to other areas if need be. And don't call just for yourself; see if the neighboring agencies you have contact with have similar needs. It would seem odd for a district to establish a cooperative relationship with another district two thousand miles away before they even contact the district next door. Odd, but it has happened. This Guide will be more successful if it produces cooperative efforts for the improvement of existing item banks than simple repetitive use of the banks in their current form.

When we developed the Guide, we anticipated the problem that might result when potential users began to contact the references. We therefore inserted two paragraphs in Part I as a disclaimer of sorts. Unfortunately, it is suspected that some users are proceeding with their phone calls without first reading Part I. Thus, the two paragraphs are reproduced here (our apologies if you have read them before):

> *Many of the item banks you will find referenced in this guide are not commercial ventures. While the publishing companies, Los Angeles County Schools, the Northwest Evaluation Association and a few others are able and eager to sell their item banks (or tests produced from them), the majority of the banks were not prepared with widespread dissemination in mind. If you use this guide to locate items for your own use, please keep in mind that it will take the time and resources of the banking agency to answer your requests. Not all agencies have prepared materials describing their banks, so requests made to agencies should be easy to respond to and should not require lengthy explanations.*
>
> *In our experience, most of the non-commercial item banks have been organized by one or two hard-working people who would be delighted to share their efforts, but who may not have an efficient means of distributing their work. Reproduction of a large item collection could cost several hundred dollars in copying costs alone, not to mention staff time. The point is that many of the groups listed in Part 3 of the Guide as having item banks are not going to be able to simply mail out copies of the bank, even if they would like to. Potential users will have to work cooperatively with the agencies to determine what can be made available and at what cost.*

Please keep these conditions in mind when you use the following references.

RESULTS OF ITEM BANK TELEPHONE SURVEY

There are probably well over 100,000 unduplicated test items residing on bookshelves, card catalogs and computer tapes in the nation's state departments of education and local and intermediate school districts. Most of us know about NAEP's released exercises and the Michigan and California item collections. But did you know that a BOCS in Colorado has a collection of over 30,000 items keyed to Library of Congress categories, an intermediate district in Iowa has over 13,000 items, Rhode Island has a 10,000-item item bank, and the Minnesota assessment director has located 50,000 test items in his state which are now being sent to him? These are just a few of the facts we discovered when we conducted a telephone interview about item banking with staff of statewide assessment programs across the country.

The survey was conducted in April and early May, 1980. A standard interview format was used to elicit information about whether the state had an item bank and, if so, its size, subject areas and grade levels covered, the source of its items, how the items are used, and the bank's accessibility. Staff in all states (except Alaska and Hawaii, where we had done previous work and so were familiar with their item collections) and the District of Columbia were contacted, and all responded to our questions.

When our interviewer opened the questioning, she defined an item bank as a collection of variable content items and not just a collection of tests. Given that definition, 19 respondents said their state had an item bank. All of the item banks are currently in hard copy, but seven of the states are in the process of computerizing their banks. The vast majority of the banks, not surprisingly, are in the areas of reading, writing, and mathematics; but item collections in science, social studies (including citizenship, government, law and economics), health and nutrition, community resources, career development (including occupational knowledge), consumer economics, visual arts, music and life skills also exist.

A chart showing the states with item banks is given at the end of this section of the paper; there, too, is a two-or-three sentence description giving the status of item banking and statewide assessment in all the states we contacted. Also listed are close to 40 educational agencies (mostly local school districts) which were named by our respondents when asked if they knew of other item banks in their state. These referrals have not yet been contacted to see if they do, in fact, have item banks. Our feeling is that probably not all of them do. But they are listed here as potential resources for persons interested in locating item banks.

To summarize the results of the survey, we must say that many people continue to appear to be re-creating the wheel. Certainly there is sharing of items and procedures among states. Certainly there is a growing recognition that other resources are available so that each state does not have to start from scratch in their effort to provide quality test items for the use of persons at all levels of the state's educational system. Certainly there is a great interest in trying to take advantage of other item banks. But the fact remains that people are continuing to write test items; continuing to contract with testing organizations to develop new tests and item collections; continuing to be guided by the belief that in order for tests to be "accepted" and "used" by educators in the state, they must be tailored to local, specifically worded objectives and they must have input from local educators at every step of the way—from goal statements to objectives to item specifications to actual items. We are in the preliminary stages of designing research to see if those beliefs hold up when tested empirically. If they do, the chance of making really efficient use of large item banks seems small. If they don't, though, the contribution of comprehensive, easily accessible item banks is just a trickle now compared to the flood it will be as resources for test development become more and more limited. Our survey showed that there are certainly plenty of items out there; the trick now is to discover how best to use them.

STATE DEPARTMENTS OF EDUCATION WITH ITEM BANKS

STATE DEPARTMENT OF EDUCATION	SUBJECT AREA	ITEM BANK SIZE	CONTACT PERSON
Alaska	Reading Mathematics	3550 Total	Alexander Hazelton 907/465-2966
California	Reading Writing Mathematics Functional Transfer	2260 Total	Bill Padia 916/445-0297
Delaware	Reading	800	Alice Valdes 302/678-4583
	Writing	200	
	Mathematics	800	
District of Columbia	Reading Language Arts Mathematics Science		Mildred Cooper 202/724-4249
Florida	Reading Writing Mathematics	2000 Total	Ken Loewe 904/488-8198
Georgia	Reading	225 (625 by 12/80)	Stanley Bernknopf 404/656-2661
	Mathematics	225 (625 by 12/80)	

STATE DEPARTMENT OF EDUCATION	SUBJECT AREA	ITEM BANK SIZE	CONTACT PERSON
Illinois	Reading	100	Merv Brennan
	Mathematics	100	217/782-4823
	Science		
	Nutrition		
	Citizenship		
Louisiana	Reading	240	Rebecca Christian
	Mathematics	240	504/342-3751
	Writing	240	
Maine	Reading	1000 (by 10/80)	Brud Maxcy
	Mathematics	1000 (by 10/80)	207/289-2477
Michigan	Reading	400	Ed Roeber
	Mathematics	3000	517/373-8393
	Health	750	
	Social Studies	700	
	Music	50	
	Art	50	
	Career Development	1000	
	Life Role Competencies	3000	
	(2400 items in bank; others being added)		
Missouri	Reading & Language Arts	350	Charles Foster 314/751-3545
	Mathematics	350	
	Government, Economics	350	
Nevada	Reading	1400 Total	George Barnes
	Mathematics		702/885-5700
	Writing		
New Mexico	Occupational Knowledge	(Completed 12/80)	Bud Hall 505/827-2928
	Community Resources		
	Consumer Economics		
	Health		
	Government & Law		
Oregon	Personal Finance	(Developmental stages)	Maria Kienzle 503/378-3876

STATE DEPARTMENT OF EDUCATION	SUBJECT AREA	ITEM BANK SIZE	CONTACT PERSON
Rhode Island	Life Skills Reading & Language Arts Science Career & Occupations Mathematics	800 - 1000 10,000 Total	Martha Highsmith 401/277-3126 (Life Skills) Rocco Rainone 401/277-2841 (Other Areas)
South Carolina	Reading	630	Terry Helsley
	Mathematics	525	803/758-8610
	Writing Sample		
Texas	Career Education	600	Keith Cruse 512/475-2066
Utah	Visual Arts	27	Dave Nelson
	Music	23	801/533-5888
	Economic Awareness	7	
	Consumer Competence	7	
	Knowledge of Occupational Characteristics	13	
Virginia	Reading Mathematics Communication Skills	2700 Total	Gerry Bracey 804/786-5545
Wisconsin	Reading Mathematics } Develop. Stages	1000	Darwin Kaufman 608/266-1771

STATE SUMMARIES OF ITEM BANKING AND ASSESSMENT ACTIVITIES

Alabama uses the CAT in their assessment program in grades 1 through 6 and 8. Beginning this year, minimum competency tests in reading, mathematics and language are being administered statewide at grades 3, 6 and 9. The tentative plan is to have a system whereby new items are written on a regular basis to take the place of items used in each year's test. (The person providing this information was Dick Causey--(205) 832-3890)

Alaska's item bank (the Alaska Objectives and Item Bank) is described in Part 2 of this paper.

Arizona will use standardized achievement tests for statewide testing in reading, grammar and mathematics in grades 1-12 as mandated by their state legislature and effective next spring. (Steve Stevens--(602) 255-5387)

Most of the test items that Arkansas has used came from the State Departments of Michigan, Louisiana, New Jersey and Wisconsin. Arkansas does not have an item bank. (Connie Dardin--(501) 371-1461)

California's item bank is described in Part 2 of this paper and is listed under the title Sample Assessment Exercises Manual for Proficiency Assessment.

The Colorado State Department does not have an item bank. However, the San Juan Board of Cooperative Services (BOCS) in Durango, Colorado has a bank of approximately 30,000 items referenced to the Library of Congress categories. (Jim Hennes--(303) 839-2111)

Connecticut primarily uses items from National Assessment for statewide testing. The state does not have an item bank. (Roger Richards--(203) 566-8250)

Delaware has an item bank with over 1,800 items in reading, mathematics and writing which is used to meet the state's requirement of minimum proficiency testing. Each local school district sets its own policies for the item bank's usage and accessibility by teachers. (Alice Valdes--(302) 678-4583)

The District of Columbia Public Schools has test items in reading, mathematics, language arts and science bound in hard copy. Validation studies are available in ERIC. In addition, the state developed criterion referenced tests with Mc-Graw Hill. (Mildred Cooper--(202) 724-4249)

Florida's Statewide Assessment item bank has 2,000 items testing minimum competencies in reading, mathematics and writing for grades 3, 5, 8, and 11. (Ken Loewe--(904) 488-8198)

The Georgia State Board of Education has one item bank for meeting objectives in grades 4 and 8 (450 items) and testing graduation competencies in 10th grade (800 items being developed). Georgia's University System has four item banks with a total of 1,600 items in reading, mathematics and English. (Stanley Bernknopf--(404) 656-2661)

Hawaii does not have an item bank. The Stanford Achievement Test is used for statewide testing at grades 2, 4, 6, 8 and 10; there is a competency based test for grade 3 and others are planned for grades 6, 8 and 10; and there is a High School Test of Essential Competencies. But those non-commercial tests are intact instruments rather than item collections. (Selvin Chin-Chance--(808) 548-2415)

Idaho developed items to match state objectives and there is a reserve of items. They are not organized for others' use, however, and cannot really be considered an item bank. (Karen Underwood--(208) 334-2281)

For its state assessment program, Illinois has a collection of 300 items testing reading and mathematics in grades 4, 8 and 11. They are currently adding additional items in science, citizenship and nutrition. (Merv Brennan--(217) 782-4823)

Indiana does not have an item bank or an assessment program in which a common test is used statewide. Rather, each school district determines their own goals, objectives and testing programs on which they report annually to the state. (John Hessman—(317) 232-6646)

Iowa does not have an item bank or a statewide assessment program. Title IV funds the Area Education Agency II (AEA) in Clear Lake, Iowa which pools items from local school districts and provides scoring and feedback services. (Max Morrison—(515) 231-5274)

Kansas does not have an item bank. The state uses a competency test developed by the University of Kansas to test reading and mathematics in grades 2, 4, 6, 8 and 11. (Judith Hamilton--(913) 296-3916)

Kentucky uses commercial testing material to meet the Education Improvement Act passed in 1978 by the legislature. (Eugene Tallent—(502) 564-4394)

Louisiana's item bank has approximately 750 items that test reading, mathematics and writing keyed to objectives in grades 3, 7 and 10. The state is very interested in exchanging item bank information. (Rebecca Christian—(504) 342-3751)

Maine is developing an item bank of 2,000 items which will be ready in October 1980 to test reading and mathematics in grades K-12. Items in language arts, social studies and science will be added in the future. In addition, a manual for teachers advising them of curriculum and evaluation decisions has been developed. (Brud Maxcy--(207) 289-2477)

Maryland developed items for their Functional Math Test and Functional Reading Test, but has no item pool per se. (Steve Holowenzak--(301) 659-2382)

Massachusetts is currently investigating the feasibility of implementing an item bank for the basic skills of reading, writing, mathematics, listening and speaking for grades 7-12. Currently, statewide assessment is conducted by contracting with an outside organization. (Allan Hartman--(617) 729-0190)

Michigan has approximately 2,400 items in their bank which cover eight subject areas K-9. Their mathematics and reading items have recently been revised and expanded. An additional 6,500 items for grades K-12 are in the process of being added to the bank. (Ed Roeber—(517) 373-8393)

Currently, Minnesota develops packaged tests which they sell to school districts for curriculum analysis. However, the state is seriously considering developing an item bank. (William Allen--(612) 296-4213)

Mississippi administers tests statewide to grades 4, 6 and 8 in language arts, mathematics and reading using a customized version of a CTB test product. (Rex Pouncey—(601) 354-6970)

Missouri's item bank has approximately 1,000 test items which are used for minimum competency testing in eighth grade in reading, language arts, and government and economics. Also, the state develops criterion referenced tests for grades 2, 3, 4 and 5 in reading and mathematics which are available for teachers to use. (Charles Foster--(314) 751-3501)

The Montana State Department has, for the past several years, been establishing item pools in a number of areas for use by schools within the state. There are currently test items available in over 10 areas (both cognitive and affective); new areas are added periodically. (Bill Connett—(406) 449-3693)

The educational trend in Nebraska is away from emphasis on statewide assessment or state developed item banks. (John Clark—(402) 471-2471)

Nevada's item bank of approximately 1,400 items is used for state required minimum competency testing in reading, mathematics and writing. Starting in 1982, the test will be mandatory for graduation. (George Barnes—(702) 885-5700)

New Hampshire administers assessment tests in English and language arts, math, history and government of New Hampshire, and history and government of the United States to a sample of one-fourth of the students in grades 5, 9 and 12. The state does not have an item bank. (James Carr—(603) 271-3740)

Each year, New Jersey contracts for new test development to assess minimum basic skills in grades 3, 6, 9 and 11. The annual tests are secure until administered and then are given to the schools to use as they please. (Carl Johnson—(609) 292-1532)

New Mexico is developing an item bank for its High School Proficiency Exam which tests life competencies. Currently, the state is using the Adult Performance Level Exam. Beginning in the spring of 1981, passage of the exam will be a prerequisite for graduation. (Bud Hall—(505) 827-2928)

New York maintains a pool of test items which are used for constructing competency tests in reading, writing and mathematics. Passage of these tests is required for graduation. As each item is used, it is removed from the pool and a new item is developed to replace it. (Kenneth Ormiston--(518) 474-6169)

North Carolina does not have an item bank. The state administers statewide achievement tests in grades 1, 2, 3, 6, 9 and a graduation-required test in grade 11 using commercially developed tests. (Robert Evans—(919) 733-3809)

North Dakota does a statewide assessment of grades 4, 8 and 11 in reading, math and science. If the assessment trend continues, the state will definitely be interested in an item bank. (Sam Lacher--(701) 224-2289)

For financial reasons, the Ohio Legislature phased out statewide assessment last year. Now each school district's testing personnel make all testing decisions for that district within broad guidelines set forth by the state. (Jim Payton—(614) 466-4838)

Oklahoma does not have a statewide assessment program. Tests are administered at the local level. However, the state did conduct two random survey samplings in reading and math in grades 3, 6, 9 and 12 in the school years 1977-78 and 1978-79. Standardized instruments were used for those samplings. (Howard Potts--(405) 521-3196)

Oregon, as a member of a consortium of Oregon and Washington educational agencies, has supported the development of the Northwest Evaluation Association's item bank (described in Part 2 of this paper). A separate item bank in personal finance is in the developmental stages now. (Barbara Cole—(503) 378-2923)

Pennsylvania uses a collection of tests for statewide assessment in grades 5, 8 and 11 in fourteen subject areas (seven cognitive and seven non-cognitive). (Richard Kohr--(717) 787-4234)

Rhode Island has two item banks: (1) STATEWIDE ASSESSMENT with 800 to 1,000 items testing life skills and administered to a sample of 10th and 11th grade students, and (2) LOCAL ASSESSMENT AND PLANNING with 10,000 items in reading and language arts, science, and career and occupations provided to Rhode Island teachers for their own use. (Mart[illegible] Highsmith--(401) 277-3126 and Rocco Rainone--(401) 277-2841)

South Carolina has contracted with IOX for 1,179 items in reading, mathematics and writing to be administered to grades 1, 2, 3, 6 and 8. The state field tested these items in May 1980. (Terry Helsley—(803) 758-8610)

Several years ago, South Dakota discontinued its statewide assessment program. The tests used and grade levels tested are left as a choice of the local district with consultation and advisement provided by the state department of education. (Robert Huckins—(605) 773-3243)

Tennessee does statewide proficiency testing in 8th grade and competency testing in 12th grade. The state develops objectives and item specifications but contracts with an outside organization for item writing. The Governor is proposing additional testing in grades 1, 2 and 3 which, if passed, will probably be accomplished with standardized tests. (Tom Innes—(615) 974-5385)

Texas uses a set of secure tests for most of its statewide assessment program. These tests assess reading, mathematics and writing in grades 3, 5 and 9. However, for its statewide assessment of career education, Texas has developed a bank of test items. (Keith Cruse—(512) 475-2066)

Utah has a statewide assessment every three years testing in both the cognitive and non-cognitive areas. Standardized norm referenced tests are used to test mathematics and reading (mathematics and science in 1975), and criterion referenced tests were developed to test visual arts, music, consumer economics and consumer competence. In addition, the state prescribes areas to be assessed for minimum competency graduation requirements, but each local district does its own testing and sets its own standards for that testing. (Dave Nelson—(801) 533-5888)

Vermont does not have a statewide assessment program. Instead, each local school district plans and administers its own measurement procedures using guidelines provided by the State Department of Education. (Karlene Russell—(802) 828-3111)

Virginia's item bank has approximately 2,700 items in the subject areas of reading, mathematics and communication skills for grades 1-6. Virginia also requires graduation competency testing. (Gerald Bracey—(804) 786-5545)

Washington uses the CAT with 4th graders for their statewide testing and does not have an item bank. (Gordon Ensign—(206) 753-3449)

West Virginia uses standardized tests from McGraw-Hill and Houghton-Mifflin for their statewide testing in grades 3, 6, 9 and 11. However, the state is in the process of developing an item bank in reading for grades K-8. (Charles Duffy--(304) 348-2703)

Wisconsin has purchased an item bank from the Northwest Evaluation Association (NWEA) with approximately 2,500 items in reading and mathematics. The state plans to make the item bank available to local school districts to use as they please. (Darwin Kaufman—(608) 266-7048)

Wyoming does not have a mandated state testing program. Instead, the policy of the State Education Department has been to encourage local districts to develop a variety of testing instruments, including the use of standardized tests. (Gary Lane—(307) 777-7621)

OTHER ITEM BANKS IDENTIFIED THROUGH TELEPHONE SURVEY

When the previously identified state department of education representatives were asked if they knew of any item banks in their state, the following agencies were identified. In some cases, the state department staff knew that the item banks existed (e.g., the Clear Lake, Iowa bank; the San Juan BOCS bank; and the Michigan Teacher Support System). In other cases, the response was "________ School District might have a bank." All of the responses are listed below, but it should be noted that we have not followed up with all the entries. Therefore, we cannot guarantee the accuracy of this list. It is offered for anyone's use who wants to take advantage of it but the maxim caveat emptor may very well be appropriate here.

1. Phoenix Union High School, Phoenix, Arizona
   Martin Sincoff
   602/257-3047

2. San Juan BOCS, Durango, Colorado
   Bill Brown
   303/247-3261

3. New Castle School District, New Castle, Delaware
   Winston Cleland

4. Salmon School District, Salmon, Idaho
   Stanley Bippus
   208/756-2408

5. Boise School District, Boise, Idaho
   Dean Chatburn
   208/336-1370

6. Metropolitan School District, Washington Township, Indianapolis, Indiana
   Barbara Negley
   317/259-5387

7. Area Education Agency II, Clear Lake, Iowa
   Bob King
   515/357-6125

8. Jefferson County School District, Louisville, Kentucky
   Frank Rapley
   502/581-4561

9. Fayette County School District, Lexington, Kentucky
   Carl Sprivy
   606/259-1411

10. St. Bernard Parish, Chalmette, Louisiana
Joe Kearneyl
504/271-2533

11. Orleans Parish, New Orleans, Louisiana
Constance Dolese
504/288-6561

12. Michigan Teacher Support System, Macomb County, Michigan
Tom Hartsig
313/286-8800

13. Hopkins School District, Hopkins, Minnesota
Don Sension
612/933-9274

14. Hazelwood School District, Florissant, Missouri
Collins Henson
314/921-4450

15. Ferguson-Florissant School District, St. Louis, Missouri
Shirley Salmon
314/595-2200

16. Columbus Board of Education, Columbus, Ohio
Howard Merriman
614/225-2706

17. Toledo School District, Toledo, Ohio
Gerald Biernacki
419/729-5211

18. Cincinnati School District, Cincinnati, Ohio
Joan Bollenbacher
513/369-4000

19. Dayton School District, Dayton, Ohio
Carl Beers
513/268-3432

20. School District of Philadelphia, Philadelphia, Pennsylvania
215/299-7000

21. Greenville County Schools, Greenville, South Carolina
Raymond Trull
803/242-6450

22. Charleston County Schools, Charleston, South Carolina
Bill Quesenberry
803/722-8461

23. Sioux Falls School System, Sioux Falls, South Dakota
H. C. Rufthad
605/336-3580

24. Chattanooga School District, Chattanooga, Tennessee
John Schaefer
615/821-2513

25. Upper East Tennessee Educational Cooperative, Johnson City, Tennessee
Dallas Hardin
615/929-0125

26. Dallas School District, Dallas, Texas
Martha Martin
214/824-1620

27. San Antonio School District, San Antonio, Texas
Pat Zuberbueler
512/299-5761

28. Houston School District, Houston, Texas
Tom Hall
713/623-5011

29. Corpus Christi School District, Corpus Christi, Texas
Kenneth Kule
512/888-7911

30. Austin School District, Austin, Texas
Freda Holly
512/458-1227

31. El Paso School District, El Paso, Texas
Bill Sybert
915/779-3781

32. Ft. Worth School District, Ft. Worth, Texas
Charles Evans
Fae Lysiak
817/336-8311

33. Jordan School District, Sandy, Utah
Devon Sanderson
801/566-1521

34. Norfolk School District, Norfolk, Virginia
Darryl Kennedy
804/[illegible]41-2319

35. Kanawa County School District, Charleston, West Virginia
Kathy Chandler
304/348-6115

36. Cooperative Educational Service Agency, Chippewa Falls, Wisconsin
Gordon Clay
715/723-0341

37. Plymouth School District, Plymouth, Wisconsin
Elden Amundson
414/892-2661

Northwest
Regional
Educational
Laboratory

PART 4

Item Bank Classification Structures and Procedures

Michael D. Hiscox
Evelyn J. Brzezinski

A Guide to
ITEM
BANKING
in Education

ITEM BANK CLASSIFICATION STRUCTURES AND PROCEDURES

This document is one of a series of preliminary papers which led to the development of a comprehensive basic skills item bank with NWREL's Assessment and Measurement Program developed for the Shasta County Cooperative Assessment Support System. The system is centered around an extensive collection of test items; these items will allow educators within the County to construct an unlimited number of objective based tests. A method for organizing and accessing the item collection to allow efficient, beneficial use by educational practitioners is presented below. It is not expected that everyone will regard this classification as ideal, and the developers of the collection are interested in receiving comments regarding problems with the system. However, the work of classifying the 20,000 items of the NWREL collection went quite well. The use of the classification scheme in the future will determine the utility of its structure, but to this point, it appears to have some merit.

Item Collection Classification Structures

In the previous section of this paper, a point was made about the multitude of tests being produced every day. It is obvious that this multitude of tests leads to an even greater multitude of test items; an estimate of several million new test items per year would not be overstated.

Clearly, there is no shortage of test items. Why, then, would anyone ever need to write a new test item? There are several reasons:

1. The items are not accessible to potential users.
2. The items are of poor technical quality.
3. The items are not retrieved easily from the item collections.
4. The items are not matched to clear indications of what they measure.

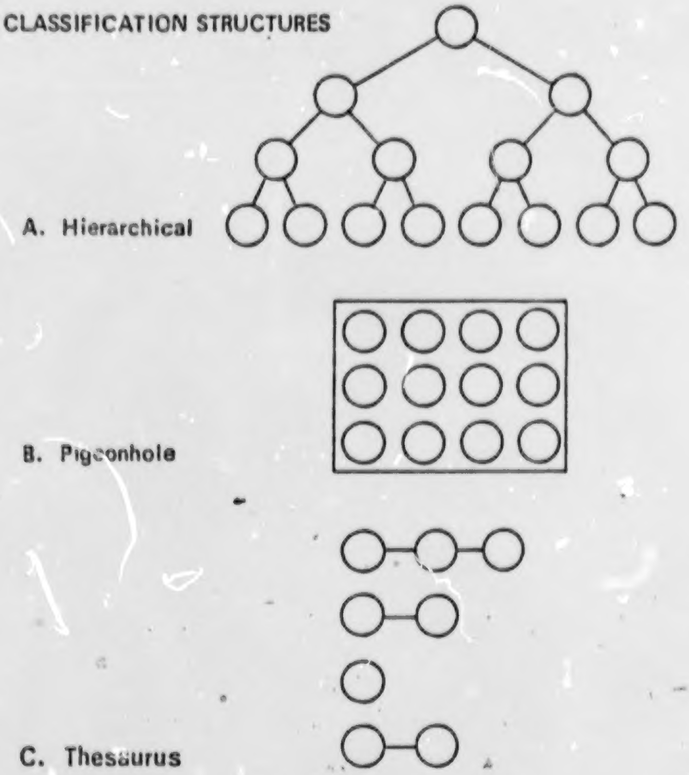
While criteria 1 and 2 eliminate a vast number of items from consideration, there are still a very large number of good items available; remember, we started with millions. What prevents the effective use of items written by others is the lack of a method to consistently provide the test constructor with the right item--an item that measures the right skill at the right difficulty level with an appropriate stimulus, response format, and scoring technique. At the present time, there are no examples of "the perfect method." Indeed, it is probable that no classification structure will ever be perfect for all situations. However, the difficulty of using existing classification schemes clearly has been a problem in using item collections effectively.

a. Classification Schemes. Existing item collections seem to fit one of the following categories: they have no sophisticated classification scheme (being grouped only into loosely defined, broad areas); they have a hierarchical classification structure; or they have what might be called, rather inelegantly, a pigeonhole classification structure. Each of these three structures has advantages and disadvantages, which will be described in this section, and each was considered for the NWREL item collection.

This section will also describe an additional structure which has not been commonly used for classifying item collections. This structure will be termed thesaurus classification. While not commonly associated with item collections, the technique is used in various information retrieval systems including the ERIC (Educational Resources Information Center) retrieval system. Individual elements of this structure have also been used in a few other item banks.

The figure below shows a pictorial representation of each of the three classification structures. It may be helpful to recall these simplistic representations as you read about their advantages and disadvantages.

POSSIBLE CLASSIFICATION STRUCTURES



Some of the structures used with item collections are so loose as to give no structure at all. The items are collected in broad content categories such as reading comprehension or phonetic analysis. But they are not then separated into individual skills. The biggest advantage to this very loose method is the considerable savings of time and effort from not developing a classification scheme and categorizing all of the items. The method, however, is not suitable when it is necessary to retrieve items based on a need to measure attainment of a specific skill.

For example, one would not be able to retrieve an item measuring a student's skill in recognizing consonant blend "CL" except by examining and rejecting virtually the complete set of phonetic analysis items. Since most users of large educational item banks will want to obtain items to measure specific skills, it was considered necessary to have a structured classification system.

b. Hierarchical Classification. Items can also be placed into a hierarchical classification. In this type of system, a content group, like phonetic analysis, is subdivided into individual skills using an outline format. Consider the following abbreviated example:

- I. Word Identification Skills
  - A. Phonetic Analysis
    - 1. Consonants
      - a. Initial Blends
        - 1. Initial Blend "CL"
          - a. Oral Word-Word Recognition Item
            - 1. Multiple Choice Item

The item:

> "Listen to the word I say...CLOCK. Circle the word in the row that begins with the sound most like the beginning sound of the word CLOCK."
>
> a. class   b. plank   c. corn   d. rock

fits this section of the hierarchy. Hierarchical classifications have some substantial benefits. The classification can define the item completely; that is, one can tell what type of item will be retrieved without seeing the actual item. The classification is expandable by adding more layers to the outline. But the user is also given the chance to use other levels than the final one. Thus, the user could retrieve all initial blend "CL" items regardless of type, or could see all initial blend items, simply by choosing a different level of the hierarchy. Finally, the creation of the hierarchy does not depend on the items collected; the structure comes from the outline description of what topics should be covered. This is useful for identifying topics where the item collection is not comprehensive.

Against these benefits are some significant disadvantages. One is the complexity of the structure. Our example outline was already complex and it only defined one set of items; for example, a full Word Identification Skills structure would be over fifty times as large. The complexity of the structure leads to complicated item coding systems. Our example item might be coded I.A.1.a.1.a.1, an awkward code to handle. Also, the code I.A.1.a.1.a.1 has no intrinsic meaning; it only has meaning when cross-referenced to the hierarchy.

But these minor problems are accompanied by two major problems. First, a hierarchy has no good way to handle items that cover multiple skills; for example, a mathematics problem requiring addition first and then subtraction. Secondly, and more problematic, the hierarchies only work for a few content areas. Over many years, useful hierarchies have been developed for phonetic analysis, math computation, and some other content areas. But some other areas, such as composition or reading comprehension, are not yet, and may never become, hierarchical in nature. Whereas "addition" can be divided into with and without regrouping, horizontal and vertical format, the number of digits involved and so on, "judging the author's purpose" divides less well. This is not to imply that reading comprehension is not as worthy of a hierarchical structure as math computation, only that such hierarchies are not yet established in detail and that they would be time consuming to develop and validate. In short, the hierarchical classification has substantial problems. Better alternatives should be sought for newly developed large item collections.

c. Pigeonhole Classification. Some item collections have been successful in using classification systems where all of the categories are arranged in advance (as with the hierarchical structure) and where (unlike the hierarchical structure) the categories are considered to be at the same level and of the same scope. The structure can best be visualized by picturing one of the old sets of mail sorting pigeonholes. Every pigeonhole is given a name (in this case, a description of content) that may or may not be related to the other pigeonhole names. The names are assigned basically for convenience, rather than for some theoretical reason. In fact, the main criterion may be having one pigeonhole collect as many items as the others.

The classification structure is analogous to those post office pigeonholes. At the post office, sorting names assigned to the pigeonholes might include First Street, Second Street, Third Street, Fourth Street, West Side, Suburban, Other County, In State, National and Europe. There is clearly no parallel between First Street and Europe save that this structure might lead to somewhat the same number of envelopes going into each pigeonhole; the postal worker looking for a single letter would find it about as quickly in one pigeonhole as another. Imagine the situation if the pigeonhole names were changed to Europe, North America, South America, Africa, Asia, Australia and

Antarctica. While the parallel structure is theoretically pleasing, the poor person assigned to North America would have an impossible amount of work while the person assigned Antarctica would rarely need to come in.

Notice also that each of the pigeonholes can have a reasonable name, as opposed to a code like I.A.1.a.1.a.1. The overall classification scheme would read like a list rather than a giant outline, and the assigned names would have some intrinsic meaning.

While pigeonhole classifications cannot identify and code items in minute detail, they are in many ways more practical than hierarchical classifications. And although they are not theoretically as satisfying, pigeonhole classifications are easier to set up and use.

There are, in fact, only three major problems with this type of structure. The first problem is obvious--an item can't be in two pigeonholes at the same time. This is a problem shared with hierarchical classifications; an item covering both addition and subtraction is still without a proper label. A second problem is that you have to construct the classification structure in advance. To use the postal analogy, you have to build the pigeonholes before you begin to sort the letters. Some guesswork is involved in choosing the number of pigeonholes needed, making them of the right scope, and making certain all the items will have a suitable classification. While it is not impossible to add or delete pigeonholes after the structure has been built, it is awkward.

The third problem concerns the names assigned to the pigeonholes. The structure allows only as many identifiers as there are pigeonholes, and thus there is no provision for separately retrieving two different items which have enough similarity to be placed in the same pigeonhole.

The hierarchical structure keeps adding detail until dissimilar traits serve to separate any items with significant differences; pigeonhole classifications do not. These two items:

$$10 + 20 = ? \qquad \text{and} \qquad \begin{array}{r} 34 \\ +\ 55 \\ \hline ? \end{array}$$

are quite different. However, unless there was a pigeonhole for the first item named "Addition, whole numbers, no regrouping, 2 digit plus 2 digit, horizontal format, both ending digits zero, free response answer," it is likely that these items might end up in the same pigeonhole, even though they have important differences. Still, the pigeonhole approach has enough merit to warrant further consideration.

d. *Thesaurus Classification*. The dictionary defines a thesaurus as "a list of subject headings or descriptors, usually with a cross-reference system for use in the organization of a collection of documents for reference and retrieval." If one substitutes the word "items" for the word "documents" in the above definition, it appears that a thesaurus might be very useful for the structure of an educational test item collection.

Perhaps the most well-known thesaurus in education is the *Thesaurus of ERIC Descriptors*. ERIC, the Educational Resources Information Center, attempts to maintain a collection of most of the educational research and development information disseminated in the country. The collection is organized around and its documents retrieved by a list of authoritative descriptors, descriptors listed in the *Thesaurus*. Only by using words in the *Thesaurus* can a document be retrieved.

A simple example would be in order at this point. Suppose it would be helpful to know what information on flight training is already available. Turning to flight training in the Thesaurus, one finds this entry:

FLIGHT TRAINING Jul. 1966
CIJE: 28 RIE: 183
SN Training of military or civilian aircraft personnel
UF Pilot Training
BT Training
RT Job Training
Military Training

The scope note (SN) defines what ERIC means when it refers to the term "flight training." The used for (UF) note points out that "flight training" serves as the descriptor for "pilot training"; this note tells one that nothing in ERIC could be retrieved using "pilot training," since it is not a descriptor. The broader term (BT) note tells one that "flight training" is a subset of "training"; the implication is that if searchers find "flight training" to be overly narrow, they should proceed to "training." (ERIC also presents narrower term (NT) notes. For example, one finds, under "foreign policy" the note--NT: Imperialism.) Finally, the entry lists two related terms (RT)--"job training" and "military training." These are descriptors that may also interest someone searching for information on "flight training."

This type of classification has several advantages when applied to an item collection. First, it allows an item to be given more than one descriptor. Using ERIC, if the interest were in using tape recorders to teach foreign language, the searcher could cross "language instruction" with "audio equipment". Note that using either one of the descriptors alone would have given much irrelevant material, but that by using both, only the useful material under the intersection of the two groups is given. In an item bank, the two part addition and subtraction word problem that posed problems in the hierarchical and pigeonhole classifications could simply be assigned two descriptors, "whole number addition" and "whole number subtraction".

A second advantage is that descriptors can be added when the need arises. In both the hierarchical and pigeonhole structures, the classifications are set up in advance. A problem with collecting items for inclusion in any bank is that the content of the items generally isn't known until the items are collected. It is thus difficult to establish a fixed classification in advance. The thesaurus classification allows each item to be assigned as many descriptors as needed to describe the item. This lack of preconceived structure provides a flexibility which is very valuable. An additional benefit accruing from the lack of preconceived structure is that persons writing items for a hierarchical or pigeonhole system often write items to fill the classifications rather than writing the items they need. With the thesaurus system, item writers aren't guided into certain narrow areas.

Use of the thesaurus structure allows new descriptors to be established whenever the existing descriptors are inadequate. This does not mean that descriptors would be added haphazardly; every new descriptor proposed would be checked to be certain it is not simply a synonym for an existing descriptor. (For example, "subtraction with regrouping" eliminates the need for "subtraction with borrowing," or vice versa.) But new descriptors are easily added.

The thesaurus system does have a major disadvantage, however. If all one has to go on are several hundred descriptors, it is difficult to get a feeling for what is and is not in the data base. If trigonometry items are not in the collection, it would be better to know that in advance, rather than deducing it from unsuccessful searches for descriptors like "sine" and "tangent". But users of a thesaurus classification system often have only the list, usually in alphabetical order, of the descriptors to use.

Notwithstanding this problem, however, the thesaurus structure seems a promising way to classify incoming items.

Classifying Items for a Collection

a. Structure of the Item Collection. One conclusion which could be drawn from the previous section is that both the pigeonhole and thesaurus structures have advantages, and that they are better starting points than the hierarchical structure or no structure at all. Perhaps what is needed is a hybrid of the pigeonhole and thesaurus structures. Using a pigeonhole classification at a broad level could mitigate the thesaurus structure's failure to provide an overview of the collection's contents. Likewise, the thesaurus structure would add flexibility lacking with pigeonhole structures.

The NWREL structure uses "pigeonholes" to define the broad content of the collection. The collection has three content areas--reading, language arts, and mathematics. Each area is split into clusters—pigeonholes designed to help present a picture of what is included in the collection. The clusters have been reviewed by numerous educators and are now believed to be a comprehensive list of the content to be included in the collection. It should be possible to assign each appropriate item collected to one of the clusters. (There may still be

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some problem with multiple part items that bridge clusters, but the problem is much less severe at this broad level than it would be at a level of greater specificity. To date there has been little difficulty in determining how to assign items appropriate for multiple clusters. The list of clusters used in the NWREL collection is as follows:

I. READING

- A. Readiness
- B. Phonics
- C. Word Structure
- D. Vocabulary
- E. Comprehension and Analysis
- F. Study and Research Skills
- G. Oral Reading

II. LANGUAGE ARTS

- A. Capitalization
- B. Punctuation
- C. Grammar and Usage
- D. Sentence Structure
- E. Spelling
- F. Written Format
- G. Writing Sample
- H. Speaking Skills
- I. Listening Skills

III. MATHEMATICS

- A. Size and Characteristics
- B. Numeration
- C. Numerical Vocabulary
- D. Number Properties
- E. Whole Number Computation
- F. Fractions and Mixed Numbers
- G. Decimal Fractions
- H. Ratio and Proportion
- I. Percent and Percentages
- J. Integers
- K. Solving Equations and Inequalities
- L. Problem Solving Steps
- M. Measurement
- N. Geometry
- O. Geometric Quantities and Computations
- P. Roots and Exponents
- Q. Graphic Representation
- R. Probability
- S. Logic
- T. Statistics
- U. Mental Arithmetic
- V. Calculator Arithmetic
- W. Multiple Cluster Word Problems

No attempt was made to make the clusters parallel across areas (certainly reading comprehension is a "bigger" cluster than decimal fractions.) Nonetheless, the clusters should give a good idea of what content is contained in the bank. For instance, one can quickly tell that trigonometry will not be in the collection, but that geometry will be.

But beyond this level of specificity the pigeonhole structure loses its advantages. The lack of flexibility and difficulties with items fitting multiple pigeonholes become important. Therefore, from this level on, the thesaurus structure is used. As they are received, items are assigned one or more descriptors. Enough specificity is provided so the user can retrieve items in an efficient fashion.

The retrieval process begins with the user selecting one of the three areas, and then selecting the most appropriate cluster within that area. Once the cluster is chosen, the descriptors of the items in that cluster are presented, for example on a computer terminal. The user then chooses the most appropriate descriptors and the items having those descriptors are retrieved. Thus, the classification system uses a pigeonhole approach to bring the user into the relevant area and cluster, but a thesaurus approach in obtaining items having an appropriate descriptor.

b. Classification Terms. In real life, the classification of items will not be quite as straightforward as was described above. While use of the descriptors gives a good idea of the content of items, there is still a problem in identifying the format and structure of an individual item.

To use an earlier example:

$$10 + 20 = ? \qquad \text{and} \qquad \begin{array}{r} 34 \\ +\ 55 \\ \hline ? \end{array}$$

are both problems in whole number addition without regrouping. Both would probably be assigned the same descriptor. After all, the content of the items is whole number addition without regrouping; to answer the problems, a student needs to be able to add whole numbers. The differences are in the particular items chosen from the universe of whole number addition items. The point here is that descriptors relate to skills and content, not to the construction of individual items. This is not always a clear distinction, but it is an important one. It clearly points out the need for additional classification terms.

Accepted practice in objective referenced test construction also requires additional information. Educational measurement experts such as Popham, Hambleton, and others have spoken strongly of the need for a test item to be developed from a detailed set of test specifications.* Indeed, one can preduct that a major, and frequently justifiable, criticism which will be leveled against tests constructed from item banks is that the items are not derived from a comprehensive set of item specifications. This paper is not a suitable place to argue the merit of devoting large amounts of time to item specification development.

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*See, for example, Chapter 6 of Popham, W. James. Criterion Referenced Measurement. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Suffice it to say that writing an "acceptable" set of item specifications is a very time consuming task, that the cost-effectiveness of this step in terms of quality of the end product is not universally acknowledged, and that empirical research can and should be done to resolve this issue.

Regardless, the item bank concept decidedly is not in conflict with the desire for increased item specificity. While many existing item banks have poor classification schemes, there are also item bank structures that contribute greater specificity than could realistically be expected in the item specifications of most novice test developers. (Indeed, one of the most popular sources for the skill statements used by districts in their objectives and item specifications is, perhaps ironically, the content listings of commercially available item banks.)

In the next few paragraphs, the concept of limiters, item attributes, and response formats will be discussed. This assignment information, when combined with cluster and descriptor information, should provide the potential item bank user with an acceptably terse version of the information one would expect from an item specification. So while it is uncertain whether tests can be constructed more effectively starting from items or from item specifications, an item bank with adequate assignment information certainly allows either approach.

Shown on the next page is a reproduction of a card similar to the one used by the NWREL staff classifying the items. Each item has a completed card associated with it. Refer to the numbered areas of the sample card when reading the following descriptions.

ITEM BANK ASSIGNMENT CARD

Northwest Regional
Educational Laboratory

1 ☐ Receiver 2 ☐ Assigner 3 ☐ Reviewer

Area 4 ☐ Reading ☐ Language Arts ☐ Mathematics

Cluster 5 ____________________

Aquisition Number 6 ☐

Descriptor(s) 7 ____________________

8 ☐ Check here if descriptor approval is needed ____________________

9 Limiter(s) ____________________

10 Item Attribute(s) ____________________

11 Response Format
☐ multiple choice ☐ matching ☐ free response/ single answer ☐ essay ☐ other __________
☐ true/false ☐ fill-in ☐ free response/ short answer ☐ performance item __________

12 Source Code ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ __________

13
Passage No. ☐ Graphic No. ☐ Statistics No. ☐
Problem No. ☐ Direction No. ☐ Other ☐ / ☐

1. Receiver - The initials of the person at NWREL who first processed the item as part of the item collection.

2. Assigner - The initials of the person completing the card; this person assigns descriptors and other terms to the item.

3. Reviewer - The initials of the person reviewing and accepting the technical adequacy of the item.

4. Area - Previously described.

5. Cluster - Previously described.

6. Acquisition Number - A unique number given to the item for reference and indexing purposes. The number would be between 00001 and 99999, and would not have any significance save as a reference for the item.

7. Descriptor(s) - Previously described.

8. Descriptor Approval - Assigners have to receive approval for any descriptor that they wish to use for the first time. Approval would be given only if the descriptor identified skills and content not already included in an existing descriptor.

9. Limiter(s) - Limiters are terms which are subsets of the content described by the descriptor. The differences in content between items with the same descriptors are described using the limiters. The assigner provides as many terms as seem appropriate to describe the item's content. Unlike descriptors, limiters are not strictly monitored (that is, a prescribed set of words is not used), and it is not possible to retrieve items based solely on the limiters. It is possible, however, to use the limiters to retrieve a subset of the items within a given descriptor. Examples of limiters for an addition problem might be the number of digits in the addends, whether one or more of the numbers include zeros and so on. It is important to remember that the assigner uses whatever limiters usefully describe the item and that no rigorous scrutiny of the limiter assignments are made. Limiters often convey the difficulty of the item; the readability of a passage or the complexity of a math problem would often be mentioned as a limiter.

10. Item Attribute(s) - The assigner uses the item attribute section to describe characteristics of the item not related to its content. The principal use is to list item format characteristics. For example, the use of functional transfer items for reading passages would be noted here; in mathematics, "horizontal format, decimals not aligned" might be two item attributes assigned to a decimal addition problem. Note that the item's content doesn't vary simply because it is presented in horizontal rather than vertical format. Content is specified by descriptors and limiters, item characteristics by item attributes. The attribute section is also used to point out oral items or items with prerequisite items.

11. Response Format - The means of answering an item would correctly be considered an item attribute, but since every item has a response format, it is given a separate section on the item bank assignment card. Eight common formats are listed with a blank available for listing other types.

12. Source Code - It may be useful in some cases to know the source from which an item was collected. The source code boxes are marked to indicate an item's source. For example, an item written by a district's teachers might be marked as source code A, items from the California Sample Assessment Exercises Manual as code B, and so on.

13. Other Card Numbers - In many cases, having the item (meaning the individual question) available is not sufficient. While 10 + 20 = ? is self contained, the question "What did LeRoy do once he came home?" is meaningless without the associated reading passage. And since that same passage probably serves for several other items, it is not efficient to copy the passage into the collection for each individual item. Instead, the passage, word, problem, or graphic (picture, chart, map, etc.) is given its own acquisition number and card. The number of the associated card goes in the appropriate box on the item card. Item directions are also given numbers. The direction "Solve the problem and circle the correct answer" may be shared by several hundred math problems; all the items with this direction have the same number in the direction box. Finally, it is expected that item difficulties and other statistics may be accumulated by NWREL for internal use. The statistics number box will reference the appropriate set of statistics.

c. Examples of Assignment Cards. Two examples of completed item bank assignment cards are given on the next pages. It should be remembered that the procedures demonstrated were successful in an initial application, but are amenable to change should a specific set of items so warrant.

1. Solve this problem and write the correct answer in the box.

$$10 + 20 = \boxed{}$$

ITEM BANK ASSIGNMENT CARD

Northwest Regional
Educational Laboratory

RS Receiver BLA Assigner SG Reviewer

Area ☐ Reading ☐ Language Arts ☒ Mathematics

Cluster *Whole Number Computation*

Aquisition Number *00241*

Descriptor(s) *Addition w/o Regrouping*

☐ Check here if descriptor approval is needed

Limiter(s) *2 digit plus 2 digit, terminal digits both zeros*

Item Attribute(s) *Horizontal Format*

Response Format ☐ multiple choice ☐ matching ☒ free response/single answer ☐ essay ☐ other
☐ true/false ☐ fill-in ☐ free response/short answer ☐ performance item

Source Code ☒ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐

Passage No.

Graphic No.

Statistics No. *61271*

Problem No.

Direction No. *00040*

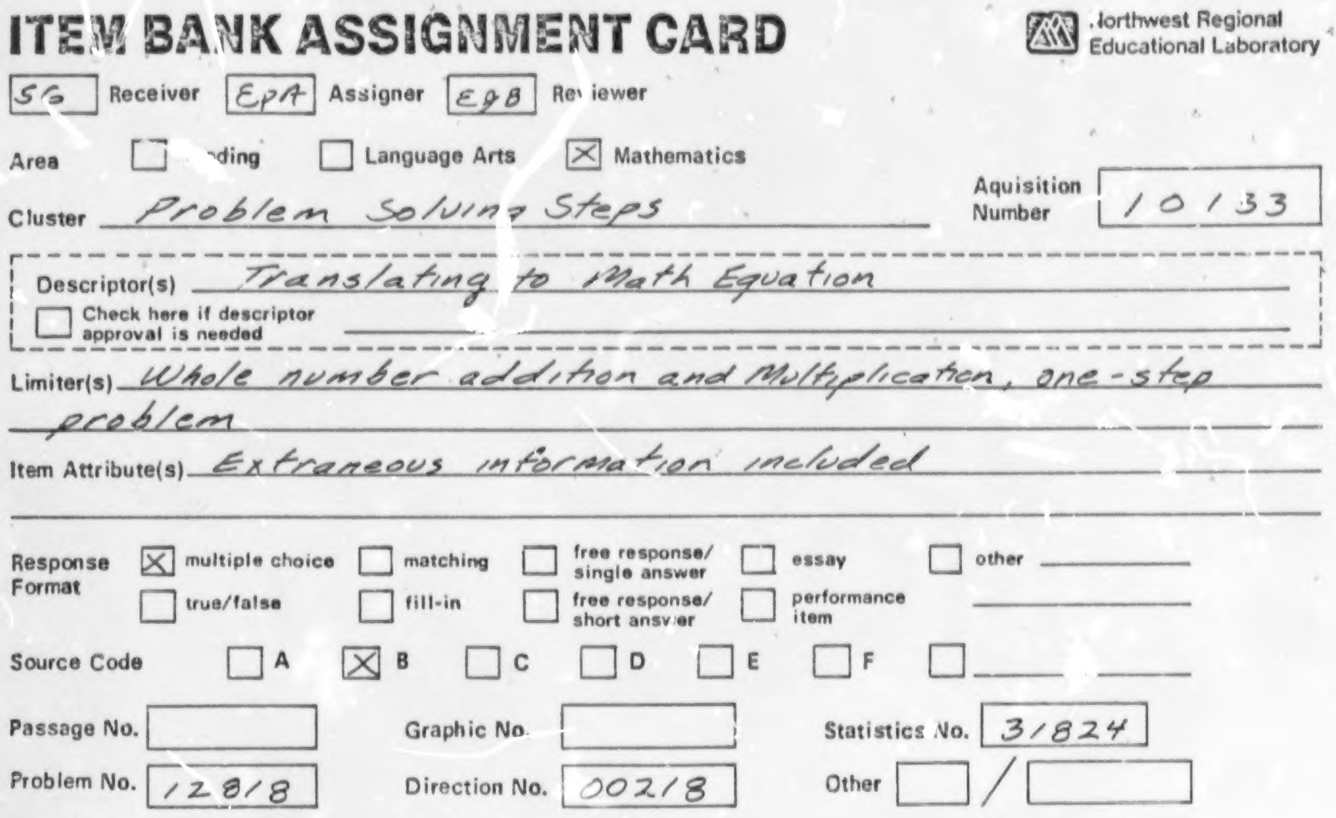
Other /

This card shows that the item was assigned number 00241, was reviewed for technical adequacy and was obtained from source A. The directions will be number 00040 and the statistics reference number will be 61271.

2. (Problem - Jane had 12 puppets and Cindy had 3. Marc had twice as many puppets as Cindy. How many puppets did Marc have?)

Which one of these choices shows a way to solve this problem?

a. 12 - 3 =
b. 3 + 12 =
c. 3 x 2 =
d. (12 + 3) x 2 =



ITEM BANK ASSIGNMENT CARD

Northwest Regional
Educational Laboratory

SG Receiver EpA Assigner EgB Reviewer

Area ☐ Reading ☐ Language Arts ☒ Mathematics

Cluster Problem Solving Steps

Aquisition Number 10133

Descriptor(s) Translating to Math Equation

☐ Check here if descriptor approval is needed

Limiter(s) Whole number addition and Multiplication, one-step problem

Item Attribute(s) Extraneous information included

Response Format ☒ multiple choice ☐ matching ☐ free response/single answer ☐ essay ☐ other
☐ true/false ☐ fill-in ☐ free response/short answer ☐ performance item

Source Code ☐ A ☒ B ☐ C ☐ D ☐ E ☐ F ☐

Passage No. Graphic No. Statistics No. 31824

Problem No. 12818 Direction No. 00218 Other /

This card shows that the item was assigned number 10133, while the problem was assigned number 12818. (If this is, and will remain, the only item associated with the problem, the problem would be made part of the item, rather than being given a separate problem card.) The directions are on card 00218, while the statistics will be on card 31824.

Summary

To date, NWREL item assigners have classified approximately 20,000 items using the system described in this paper. Items from nearly twenty different sources have been accumulated under a common scheme, and the scheme has provided a consistent means of retrieving the items. The system is suitable for computerization; NWREL has already completed programming for automated storage and retrieval. Every item fits within the established structure. The work has been completed with less difficulty than occurred with smaller efforts using other classification structures. It is suggested that the item bank classification system described above be given serious consideration by educators setting up large item banks, especially when the items to be included are not written to relate specifically to a single set of objectives.

Item banks are a definite boon to educational testing, particularly when used for diagnostic and competency testing. One must consider, however, whether there is a second basis for the proliferation of relatively small item banks. Item banks appear to proliferate because of the perceived need to have the classification of the bank match extant goals and objectives. Would we not be better off to have users matching their objectives to a uniform classification system which would then lead to a substantial pool of items? It would seem so.

If there is a need to have item collections available for state and local education agencies, that need should be met. In meeting that need, a modicum of common sense and a little devotion to making a broadly usable product will go far toward making future item banks a significant and effective part of educational testing. The extent to which developers of banks can agree on common methods of organizing the collections is a direct indication of how useful the collections will be for general use.

The classification system proposed in this paper is far from ideal. It is offered to anyone who needs it as an acceptable interim structure until a better scheme can be found. It represents at least a start in redirecting funds from continual item development to effective use of high quality, comprehensive item collections. Given the current reductions of educational financing and predictions of even more adverse circumstances, the attempt to get more for our test development dollars is a critical step we can no longer afford to ignore.